PERSONAL



Ted Wragg

Whoopee, whoopee, whoopee. Zippety doodah. Hot diggety. Yoicks, yippee, yippee, yippee. Fan-tastic, brill, ace, magic, triff, super. Yuwee. Hallelujah. Thanks a million. Knockout. What a tonic. Over the moon. Yazoo, yazoo. Hip, hip, hip, hoo bloody ray.

The news that Rhodes Boyson had been removed from education did elicit what one might call a flicker of joy when I heard it on the car radio, and the teachers in the traffic jam were recognizable as the ones sounding their horns in unison like Italians on World Cup night. I wouldn't know, I was too busy being arrested for performing cartwheels down the central reservation.

Ol' Baggy Eyes has always been top of my list of People Not To Be Trapped In A Lift With, so as far as I am concerned it is the best piece of redeployment this side of the Middle Ages. The only sad note is that he moves to social security, doubtless to harass trendy pensioners. Just shed a tear for all those teachers who hang up their chalk in the summer, and, instead of being rid of him for good, look over their shoulder as they stand in line for their well-deserved state benefits, only to discover the Evil One, disguised in his dirty mac, infiltrating the queue in pursuit of welfare state scroungers.

The removal of Mr Toad, and the disappearance of William Shelton, if it is not too illogical to talk of the invisible disappearing, were some small consolation for the loss of William Waldegrave, the one good egg in the previous ministerial nest, and the return of Sir Monty Python. I am not yet prepared to abandon all belief in the power of prayer after one setback, just because Sir Monty has boomeranged back.

My future supplications will include the humble hope that a couple of years from now he will perform one too many triple somersaults with pike, and Miss Piggy will then take the opportunity to reward him with one of these new-fangled hereditary peerages. Thereupon Duke Python of Bedlam can take his pogo stick to the House of Lords, and future Pythonettes can hop safely around there to the end of time.

All of which made it very intriguing to know the credentials of those who would be chosen as ministerial sidekicks for the Dynamic Duke. The first bad news was that, owing to government economies, there would be two junior ministers instead of three, or rather instead of one if you only count those who were any use. The second was to discover that Messrs Bob Dunn and Peter Brooke, the two concerned, are not exactly political giants. My heart sank even further when I began to read more about Mr Dunn, and that was aside from a slight puzzlement about how someone could possibly be Dunn before he'd even started.

I don't know what well brought up people like yourself did to gate-crash parties in your youth, but the favourite ploy in my day was to think of someone you knew who was persona grata in the household concerned, and then announce to the heavy on the door that you were a friend of Sid's or whoever. It worked every time. Mr Dunn was obviously raised in the same school, because his first pronouncement to the press after his appointment was that he was "firmly in the Boyson tradition".

Now hold on a minute, sunbeam. I can take a joke with the best of them, but, when all is said and Dunn, if Miss Piggy's idea of revenge on education is to dismantle Boyson and the anonymous Shelton and reassemble a junior minister from bits of each, it is the sort of thing that will get spare part surgery a bad name. It is as if someone had announced to the peasants feigning grief at the passing away of Vlad the Impaler, that he had a kid brother.

Let us hope that the new team of Dunn and Brooke will recognize that education can do without the kind of oldthink that brought dismay to schools in the last Parliament. We need an end to the perpetual innuendo from previous ministers that teachers are trendies, wasters, incompetents, and a recognition that standards have gone steadily up, that, despite a few no-goods, in the words of the big HMI primary and secondary surveys, most teachers and most pupils in most schools work hard.

If the Duke Dunn'nbrooke outfit really want to improve education, they could do worse than embark on a programme of positive support for the many good things happening in schools. An undermined and demoralized teaching force would be in no shape to undertake the drastic rethinking that is needed as our society painfully adjusts to the most dramatic social changes of any period this century other than wartime. It is the wrong moment in our history to heap further abuse on an enterprise which is far better than the image it has been given. I would hate to think that education had been Dunn.

ARISTIDES

Daring to be different

I'd been talking to Nikki Archer, who is just retiring after 25 years as head of the progressive King Alfred School, Hampstead, founded in 1898. I came back to find a new book about six progressive comprehensive schools, founded in the late 1960s and early 1970s, edited by Bob Moon, head of



Nikki Archer: "I have given myself permission to be wrong" has been her guiding motto. Picture: Laurie Sparham/Network

education at the Open University. They often tell the often turbulent early struggles of schools like Countesthorpe in Leicestershire, Sidney Stringer in Coventry, the Sutton Centre in Nottinghamshire and Abraham Moss in Manchester.

Not that Mrs Archer had it altogether easy. When she arrived at King Alfred's there was no filing system, no telephone in the head's office, inadequate buildings and a reputation for less than excellent academic results. Her successor, Francis Moran, head of English at Eton, will inherit a completed building programme, and a clear recognition that academic qualifications are one important criterion of success.

He can also build on the traditions established by a head who has considerable power and no qualms about using it when necessary. "The head must take decisions. There's no doubt at all about that in my mind", says Nikki Archer. She says that all she has done at King Alfred's is "to make more efficient the things we wanted to do for children of very varying ability."

Talking to her, the relative simplicity of working in the independent sector becomes clear. Parents choose the school. If a couple come along where one wants King Alfred's and the other wants "the opposite" (which Mrs Archer defines as "a traditional, single sex, pressure-house kind of teaching, taking children of already proven academic ability"), they are sent away to sort themselves out.

Then, of course: "We can say to a child we are having difficulty with: 'Look, *we're* not going to change. If this school is valuable to you, *you've* got to change. Otherwise, no hard feelings, we're not going to expel you, but you should find somewhere that suits you.'"

These days, children at the school seem to have very little formal say in how it runs. Mrs Archer says that the Children's Council won all the main arguments many years ago. "There is a very small area left where the council can make decisions. But it's a good way of introducing children to democratic processes." Although children should be listened to with respect, and given explanations if something isn't possible, "they haven't got the experience to make sensible decisions about their future," she says.

Links with parents remain very close, with more than 100 meetings of various groups and committees every year. New staff still have to be "educated in our traditions – teachers in most schools don't have much choice as to how they approach their teaching." Some new teachers confuse being friendly and informal with children with being friends with them.

"A friend is someone you take your troubles to, and teachers should not take their troubles to pupils" she says. "Just because staff and pupils call each other by Christian names it doesn't mean there isn't a certain objectivity in the relationship."

She believes that academic qualifications are very important – provided they are part of a broad education but says that British children are faced with failure far too early. "Potential can manifest itself extremely late – the third stage of education can be reached any time between 15 and 25. Adult education is an essential part of a civilized country's education system."



Bob Moon: progressive schools have been judged by far stricter criteria.

Over Nikki Archer's desk there is an elegantly lettered inscription: "I have given myself permission to be wrong." That permission might seem the greatest luxury to the heads who steered the schools in Bob Moon's collection through their early years (*Comprehensive Schools: Challenge and Change*, NFER-Nelson, £6.95). Teachers in less ambitious places might well wonder whether the exhausting struggles were worth while.

Bob Moon has no doubts. He was head of one of the Stantonbury Campus schools in Milton Keynes, featured in the book, and is now head of The Peers School, a well-established comprehensive in Oxford. He says that the progressive comprehensives have been judged by far stricter criteria than normal ones (not least by the teachers working in them). "All schools should evaluate their work that carefully – it's not good enough to say it's too much work and worry."

Several of the schools fired off on all fronts at once – curriculum, teaching methods, assessment, teacher-pupil relationships, community education – and the reports show the price they sometimes paid, both in public conflict and in teacher burn-out. But Moon is optimistic. "They're all still there, and some are moving on to the third or fourth stage of innovation. And in spite of the funny ideological climate, it's easier to discuss their successes and problems openly than it was five years ago."

One reason, he says, is that the schools anticipated major issues about curriculum and assessment that all schools must now face, under the combined pressures of youth unemployment, falling rolls and expenditure cuts. "There's a growing crescendo of opinion that something has to be done about a 13 to 16 curriculum based on single subject examinations."

He compares the "tremendous enthusiasm" in the early days of CSE – "it was important, it legitimized the work of a lot of teachers" – with the leaden gloom generated by the 16-plus: "we're having a white elephant foisted on us." Moon himself is closely involved with development work on the new Oxford certificate.

Local education authorities, he believes should give a strong lead – "The Henry Morrisses and Alec Cleggs need to get working again". And heads should not be frightened of leadership: "You have to steer between the autocracy of the 1930s and the consultative bureaucracies of the 1960s – which left the 13 to 16 curriculum unchanged for 15 years."

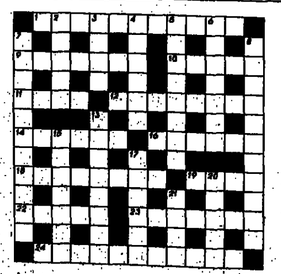
He says that in spite of all the talk of low morale and no resources, teachers he meets on in-service courses are "quite excited about what they're doing, trying to break away from the stranglehold of the two-year subject-based course." And he believes it is surprisingly easy to sell new ideas to parents – especially middle-class ones – if you go out and argue the toss with them.

He was pleased by some Open University research on Stantonbury parents, who turned out to be extremely traditional in theory – believing that discipline and standards were going to pot – but in practice to be delighted with their own children's unusually progressive secondary education. "We've got to rehabilitate the word 'progressive' – it's become difficult for a head to use", says Bob Moon.

● *Oxfordshire – Bob Moon's employer – is one that is prepared to be progressive. They're opening a big new amalgamation of three schools at Wantage, and are looking for a head with ideas, not least about community education. It will be a federal school, on Banbury lines, with lower schools and a sixth form, and will have 2,200 pupils altogether. (The job was advertised in last week's* TES).

What they don't say is that the new head will have to be a good conjurer, as well as a good innovator. These days money for new developments in Oxfordshire has to come out of thin air.

No 108 CROSSWORD by Rufus



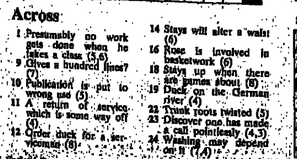
Across

1 Presumably no work gets done when he takes a class (5,6)
9 Given a hundred lines? (7)
10 Publication is put to wrong use (5)
11 A return of service which is some way off (6)
12 Order duck for a serviceable (6)
14 Stays will alter a waist (6)
16 Rose is involved in basketwork (6)
18 Stays up when there are games about (8)
19 Duck on the German river (4)
22 Trunk roots twisted (5)
23 Discover one has made a call pointlessly (4,3)
24 Washing may depend on it (7,4)

Down

2 Capital is required to get a new car on account. (5)
3 A policeman in a real mix-up (4)
4 It's lucky mother's gone to bed (6)
5 Small party conflict (8)
6 Scent of peculiar quality (7)
7 An oasis should make a good one (7,4)
8 Show what disoriented groups do (11)
13 Jutted most noticeably (5,3)
15 Clothes appear different when over fifty (7)
17 Choke that adjusts itself (6)
20 Kill a doctor and confess (5)
21 A duck egg blue (4)

Solution to Puzzle No 107





Talking to Alice . . .

Two-year-old Alice Lutyens and her friend, teacher Annette Lambert, understand each other perfectly – thanks to a newly-designed hearing aid called Radio Link.

The new unit enables up to three children at once to link up directly with a teacher or parent who is fitted with a transmitter. This special channel cuts out most distracting outside noise, and gives the deaf child a better chance of following lessons, or holding normal conversations, vital for speech development.

Using a traditional hearing aid in the classroom has been likened to holding a conversation across a main road.

THE TIMES
Educational Supplement

FRIDAY JULY 8 1983 NUMBER 3497 FIRST PUBLISHED 1910 PRICE 50p

Drastic shake-up of secondary science planned

by Nick Wood

Secondary schools will be obliged to adopt a totally new approach to science teaching if recommendations from a Government backed review group are accepted.

The report says all pupils should have seven science lessons a week in their last two years of compulsory schooling.

It calls for a drastic slimming down of existing science syllabuses to make room for a more technological approach and the inclusion of material from fringe subjects such as astronomy and earth sciences.

It also wants schools to experiment with new ways of teaching science that break down traditional subject bound-

Leader comment – Page 2

aries and strengthen links with other parts of the timetable.

Its chief aim, the creation of a scientifically and technologically literate society, necessitates a reversal of current practice under which one child in 10, around 100,000, does no science at all after the age of 13 – and three in four are denied a broad science education in their fourth and fifth years.

The "proposals" come from the Secondary Science Curriculum Review, which was set up in 1981 under the aegis of the Schools Council, and is sponsored by the Department of Education, the Association for Science Education (the foremost professional body for science teachers), the Health Education Council and the Northern Ireland Council for Educational Development.

The bulk of its £1m budget, to be spent on a development programme including syllabus revision and the production of teaching materials over the next three years, comes from the DES and local authorities through the Schools Council.

The report, copies of which are being distributed throughout the education service and to industry and commerce, is both consultative and an agenda for action. The review group hopes to incorporate feedback from these bodies in the work of its rolling development programme. Around 70 l.e.a.s are involved and about 40 teachers have been seconded full-time to work on the project.

Much of what the group is saying – the "science for all" theme and the emphasis on a more technological approach – is not new. Recent statements from the DES, the Royal Society and the ASE have trumpeted the need for a broader curriculum.

The difference is that for once a set of recommendations is being linked to a national development programme.

The group is also tackling head on what many regard as the greatest obstacles to change – the examinations boards and the universities.

Exam board representatives are on the SSCR's steering committee and this week Dr Dick West, its director, met the boards in an attempt to persuade them to give dispensation to fifth formers who take part in the review's pilot schemes.

The report also argues powerfully against early specialization in science education and seeks to reassure academics that standards at A level will not be jeopardized.

Science Education 11–16: proposals for action and consultation. Secondary Science Curriculum Review, Harford House, 101–103 Great Portland Street, London W1N 6BH. Single copies available free with stamped (21p) addressed A4 envelope.

'Cheeky' code of discipline angers poly lecturers

Polytechnic lecturers are being threatened with a disciplinary code that could lead to their being sacked or fined for insubordination, time wasting, absenteeism, lateness or poor job performance.

They are particularly angry about the inclusion of insubordination among the minor offences that could result in disciplinary action. They say it could lead to staff being sacked for "cheeky" remarks and claim it could undermine academic credibility and freedom.

Opposition to the code, which has been proposed at the Ulster Polytechnic in Newtownabbey, Northern Ireland, and is intended to apply to all grades of staff, is being led by the Association of Polytechnic Teachers, which has 300 members among the 550 lecturers at the polytechnic.

The union's executive committee has condemned the management's proposals as "trivial but dangerous".

Mrs Heather Eggins, chairman of the local branch of the APT, said that talks to agree disciplinary procedures for all polytechnic staff had been dragging on for 18 months. The APT was holding out against the collective view of the other unions, including the National Association of Teachers in Further and Higher Education.

Her members found this "unacceptable" and wanted a separate code for academics.

Referring to the inclusion of insubordination among the list of minor offences, Mrs Eggins said that the hierarchical management structure of industry was not appropriate for lecturers. They often chaired meetings and boards attended by their superiors, sitting as ordinary members. In such situations, the concept of insubordination was out of place.

Mrs Eggins also condemned management plans to withhold salary and incremental rises from lecturers who broke the rules.

Dr Tony Pointon, national secretary of the APT, said the Ulster proposals raised the prospect of a lecturer chairing an academic board being threatened with disciplinary action if, for instance, he ruled his head of department out of order. Ms Penny Holloway, NATFHE branch secretary at the polytechnic, said the APT was obstructing attempts to reach a negotiated agreement on the code.

"Management has a responsibility to produce a procedure for disciplinary action and our responsibility as trade unionists is to look at it and suggest changes to the benefit of our members.

"We want a disciplinary procedure that is good for our members. If other unions also find it acceptable, that's up to them."

A spokesman for the polytechnic stressed that the proposals were in draft form and were subject to revision in the light of comments from the unions.

Brent pledges 'no closures'

by Hilary Wilce

The London borough of Brent is the education authority to say that it will not close any schools, despite falling pupil numbers.

Secondary pupils are expected to drop from 17,500 in 1982 to 13,800 in 1990.

The declaration puts the Labour-controlled authority in a unique and radical position, as neither the Labour Party nationally nor any other local authority has committed itself to a no-closures policy.

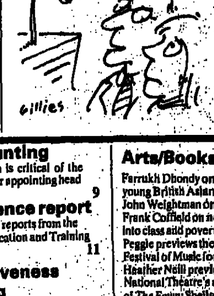
The decision, taken at a meeting of the education committee on Monday, rules out any possibility of reorganization into middle schools or tertiary colleges, and commits the borough to retaining all its 11 to 18 schools.

The feeder pattern of primary schools is to be reviewed to try and divert children from the larger schools to the smaller, community education programmes, including those for pensioners and the unemployed that are to be developed within schools.

The decision means a reprieve for the threatened South Kilburn High School and John Kelly High (Boys') School. Last autumn the John Kelly school had an intake of just 37.

The proposal caused a split within the Labour group. Advocates of the policy said it would retain resources in deprived areas and encourage families not to leave areas where schools appeared under threat.

Opponents argued that it would spread resources too thinly and allow the authority no room to manoeuvre.



Crime victims to get help

A surge of petty crime in schools and damage to teachers' personal belongings – in particular their cars – has prompted the Assistant Masters and Mistresses Association to arrange for special insurance.

The union announced this week that its 90,000 members could receive covers of up to £75 against any malicious damage to their cars while parked in school grounds. The policy is provided by Commercial Union.

In additional, the new cover extends protection given to teachers if up to £50 is stolen from them while at school. Previously, they could claim only if the cash was taken from their person or while under lock and key.

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© TIMES NEWSPAPERS LIMITED 1983. Published by Times Newspapers Limited, P.O. Box 7, 200 Grays Inn Road, London WC1X 8EZ. Printed by Typesetting by Computer Graphics Ltd. 37-41 Compton Street, London EC1, and printed by Northamptonshire Mercury Co. Ltd., Upper Mounts, Northampton NN1 3HR, Friday, July 8 1983. Registered as a newspaper at the Post Office. ISSN 0040-7887.

THE TIMES EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

More steps across the minefield

The proposals of the Secondary Science Curriculum Review group (page 1) for comprehensive science courses suitable for all abilities and broad enough to encompass the essentials of biology, chemistry and physics within the time normally allocated to two science subjects, quite deliberately contain little that is startlingly new or surprising. Conscious that they are walking across a minefield, the review team, led by Dr Dick West, and its steering committee of scientists and educators, make the most of the consensus, such as it is, between themselves, the Department of Education and Science, the Association for Science Education (which fought for the group to be set up) and eminent scientific bodies like the Royal Society.

There is a fair amount of agreement not to disagree over such elementary matters as the amount of time to be spent on science within the course of a general education. There were similar signs of deliberate congruence in the Royal Society's proposals for secondary science earlier this year. Its report, *Science Education 11 to 18*, bore the marks of intimate, behind-the-scenes consultations with the DES during the preparation of the Department's own consultative document, *Science Education in Schools*. The Department clearly signalled its view that many O level science syllabuses were overloaded and out of date. The Royal Society, too, was prepared to consider reductions in content – one of the key aspects of the review group's proposals.

Science Education 11 to 16, the proposals of the Secondary Science Curriculum Review, contains no magical formulae for condensing a litre of triple science into a pint pot of something like seven periods a week. In part, it is little more than a formal acceptance of those points on which the scientific, governmental and educational establishment seem [illegible] tune of £1,000,000 and which it hopes will point the way to the countrywide reform of secondary science.

The plan is for the SSCR to coordinate and summarize the work of groups of teachers and others around the country working on new ways of teaching science suitable for all pupils, not just those who will go on to further scientific study.

It is the outcome of this work that will test the strength of the apparent accord between the various groups who clearly accept science teaching in schools is in need of reform. While it may be widely agreed that some reduction in traditional syllabuses is necessary, it it unlikely that there will be so much agreement about how *much* they should be reduced, let alone what should be left out. The Royal Society spoke of "marginally-reduced" syllabuses. The SSCR group, on the other hand, envisages not only reducing the time devoted to three sciences by a third but also the introduction of new material to emphasize the social, economic and applied aspects of science. The Secretary of State, meanwhile, has made it abundantly clear he dislikes the idea of diluting the hard scientific content with sociological considerations.

Integrated science, so disliked by pure scientists, is one approach to be tried, but not the only one. Attempts will be made, also, to fit three sciences into two and the review group accept there is not likely to be any single right way to teach science across the country.

The review team clearly recognize, too, that to date higher education has made most of the curriculum running in secondary schools and that to establish new science courses that are part of a comprehensive, general education, the approval of the universities and professional bodies has to be won. Devoting several pages to this, the review group's proposals accept that preparing children for [illegible] that early specialization and traditional O levels, whatever their drawbacks, have done that. But, it is argued, this is not the only feasible route to A level or necessarily the best; early specialization is too high a price to pay; science for all could increase the number of potential and better-equipped science students and ultimately improve the public attitude and support for science.

The danger is, of course, that if higher education remains unconvinced by such arguments, "science for all" courses will be relegated to those pupils not able or not interested enough to take the traditional courses. It is for similar reasons that the review group has taken its proposals at an early stage to the examination boards to try to win their support for curriculum reform and to make it possible for schools to take part in experiments without risking pupils' prospects.

In all this, the Government has yet to show its full hand. Sir Keith Joseph still has one card to play in the form of the "statement of policy" promised in last year's consultative document *Science Education in Schools* which was itself an elaboration of the Government's thinking on science foreshadowed in *The School Curriculum*, which in its turn was begotten, as it were, by *A Framework for the Curriculum*. The hope was that this policy statement would "command general assent" so there is every reason to believe it will not now appear until the Minister has some feedback on the review group's arguments and proposals.

With the one obvious shot left in his locker, Sir Keith could throw some weight behind the principles of the proposed reform, if not all the details of it, and be seen to lead from the front towards a science curriculum designed to fit the needs of everyone in the latter part of this century. Alternatively, he could use the objections that are bound to be heard from some parts of the higher education world, and [illegible] reinforcing, once again, the divisions in education between the thinkers and the doers.

COMMENT

Time to get technical

On page 4 John Gray reviews *Standards in English Schools*, the study of examination performance by Dr John Marks, Lady Cox and Dr Maciej Pomian-Srzednicki published by the National Council for Educational Standards, referred to in these columns last week. The weight to be attached to the three authors' conclusions depends entirely on the validity of their statistics and the view which is taken of the interpretation they place on them.

These matters are seldom uncontentious – as the vigour with which Dr Marks and Lady Cox have, themselves, criticized the work of others bears out. With luck, some of the technical issues can be separated from the conclusions which are drawn. Dr Gray clearly thinks the conclusions in this latest study are based on rather less firm foundations than have been claimed. The conclusions, in so far as they are expressions of opinion, are the authors' affair; in so far as they are put forward as following inevitably from the statistical evidence, they are no better than the statistical analysis.

Dr Marks and Lady Cox also write on page 4 to complain about the leading article on this page last week, and in particular the suggestion that "they discovered what they set out to find". This was not intended to be offensive. A reader of their other writings might well have supposed that the hypothesis that a selective system would produce better results than a comprehensive system was one they might well have adopted.

Roger Scruton, writing in *The Times* on July 5 and uncritically retailing some of their findings, implied as much when he wrote: "the result could have been predicted by anyone who did not have an ideological need to disbelieve it". What a useful word is "ideological" when kettle and pot engage in argument.

The importance of the issue is undeniable. If the National Child Development Study and the Scottish survey are to be believed, the differences in performance between pupils in different categories of school can be largely explained in terms of the social and intellectual characteristics of the pupils who present themselves on entry. Dr Marks, Lady Cox and Dr Pomian-Srzednicki deny this and direct attention to the organization of secondary schools, including selection.

If they are right then there are obvious implications for policy. If, on the other hand, their statistical treatment and their interpretation of the evidence is contested, it is important to get the technical issues out into the open quickly.

ILEA's fair race policy

The policy aimed at stamping out racism which ILEA is due to approve shortly is bound to prove controversial, because anything proposed by its Labour leaders always is, but that does not mean that they are not moving in the right direction.

It forms one of the three prongs of attack on under-achievement (the other two target groups are girls and working-class pupils) and is the first to get to the brink of action.

This seems to be the right priority. The dangers of ignoring the tensions generated by racism and inadequate multiethnic education are real and present. The time has come when every authority should have a properly stated policy on the issue, and a liberal one.

ILEA is not the first in the field. Eighteen months of consultations with black community groups have toughened up the draft proposals significantly, but in their final form they also owe heavy debts to the far-reaching policy statements on equality already adopted by Bradford and Berkshire, both Conservative authorities, which have done a very good job with rather less fuss.

In terms of delivery, however, ILEA may well distinguish itself in several ways, not least because many of its teachers and schools are already deeply committed to the principles and some of the practice involved, and have been waiting for this lead from the authority to strengthen their own initiatives.

There are others who are not, of course, which is one good reason why black groups in inner London see action to eradicate "institutional racism" – conscious or unconscious – as so urgent.

The most prickly of the measures to be introduced are those which allow for the cooption on to every committee of two voting black representatives, and the fairly mind-blowing commitment to overhaul every subject in terms of racist attitudes and material.

Cooption of non-elected members on that scale raises delicate constitutional issues. All the same, it is difficult to suggest other adequate ways to ensure that the black voice is heard where the decisions are made, at least as a temporary form of positive action. The system is not yet producing the black people needed to play their part in governing bodies and committees through the ordinary democratic processes, and the advice of members of the black community on how to change it so that it will, may well be needed.

On curriculum, the first chosen subject of geography has already produced more than its share of controversy. Other storms can confidently be predicted as other subjects are tackled. The challenge – and the work-load – for the inspectorate, advisory services and teachers themselves will be formidable, and while the curriculum review now being conducted by David Hargreaves' committee should have much to contribute, it will also stir things up.

The timetable set for a response from schools is short, but it must be right to start with a sharp jolt to attitudes. As Mr Peter Newsam, chairman of the Commission for Racial Equality, said in introducing his annual report this week, what is necessary is a great deal of detailed action by a great number of people. That is the course that ILEA is embarking on.

o o o no comment

"More than 15,000 young writers competed for the £4,000 prize money in the first Sunday Times Schools Essay Competition. All social classes were represented – from a famous London prep school to a Belfast primary, from renowned independent schools to comprehensives whose students wrote on waste paper from computer print-outs."

From The Sunday Times June ...

Sidelight

A guru with an obsession about space

Buckminster Fuller who died in Los Angeles on July 1 at the age of 87, shortly after speaking in support of this year's Royal Gold Medalist at the RIBA in London, was a phenomenon in the worlds of architecture, engineering and education. His fascination lay as much in the puzzlement he left behind him as in the wealth of ideas he loosed upon anyone listening.

He was educated as neither an architect nor an engineer and made major contributions to both. In 1927 he launched his *Dymaxion House* which was an exercise in the application of advanced technology to living space. Dymaxion stood for "dynamic plus maximum efficiency"; the modern man who could use such a house would be, like Bucky Fuller himself, an apostle of technology.

The house was a machine for living in, suspended around a central spine and exploiting every possible technical device. Dymaxion man could go further and use a Dymaxion Three Wheeled Auto, a modernised version of the advanced house.

Not altogether surprisingly, neither of these ideas caught on in the world of practicality and Fuller concentrated on the design of geodesic domes – on many scales, using octahedrons and tetrahedrons, on some of which he had patents.

The best known was the American pavilion at Expo 67 in Montreal; the most ubiquitious were the domes used by the American services; the most arrogant idea was for enclosing whole cities in them. Made of light metal and plastic they became a potent symbol of modern life.

Space was his obsession. His book *The Operating Manual for Spaceship Earth* introduced another lasting symbol – a new way to look at the world and a challenge to man to control the ecological environment. With a fine dash of imagination, Harvard University made him its Professor of Poetry.



Richard Buckminster Fuller

He travelled to every part of the world, talking all the time, the guru of architectural students, an educator extraordinary. He taught anyone who came in sight. I once made a simple remark to him and was treated to the most detailed exposition of spatial mathematics.

His lectures were legendary. They could last for three or four hours, or even for a whole day, with intervals for meals; he carried on just where he had left off, with undimmed enthusiasm. Students flocked to the lectures prepared to stay the night. Even if you were bored to distraction, you couldn't help liking him.

I met him on one of the cruises organized by the Greek planner and theorist, Doxiadis. We reached Olympia on Bucky's eightieth birthday. He ran right round the Olympic stadium. As he completed the circuit he was crowned with a wreath of laurel, the strangest Olympic champion you ever saw – a stocky little human dynamo whose mind could not stop working.

Patrick Nuttgens

Patrick Nuttgens is director of the Leeds Polytechnic.

NEWS

IN BRIEF

ILEA abolition confirmed

The Government has confirmed that it will abolish the Inner London Education Authority and replace it by a joint board of elected representatives from inner London boroughs.

Mr Robert Dunn, the new Under Secretary of State for Education and Science, told the Commons the Government would consult interested parties and produce a White Paper later in the year.

Sir Keith Joseph, the Education Secretary, said that ILEA "is the most extravagant education authority in the land".

● Pupil:teacher ratios in ILEA schools improved last year as the number of children fell by 4 per cent to 310,294, it was announced this week. Since 1978, the number of secondary schools has dropped from 194 to 163; primaries are down from 845 to 788.

Lunch supervision

Teachers' leaders and local authority representatives are setting up a joint fact-finding investigation into the problems of midday supervision.

Working groups will now investigate five key problem areas: supervising cash cafeterias and arrangements for children eating sandwiches; how the introduction of continental-style days or staggered lunch breaks are working in schools; the differing levels of ancillary support provided for teachers throughout the country; problems surrounding the safety of children and discipline, and supervision of activities such as societies or clubs at lunchtime.

Vouchers spent

A voucher system for secondary education, although still intellectually attractive, seems to have foundered on the practical problems of implementation Sir Keith Joseph told MPs this week.

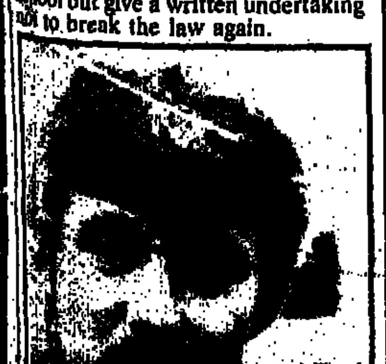
"The Government has at present no plans to legislate for the introduction of a voucher system, but we are looking at all possible ways of widening parental choice and influence over their children's schooling," he said.

De la Salle talks

Sir Keith Joseph has backed down on his refusal to reconsider the withdrawal of teacher training from De la Salle College, Manchester, on the eve of an action against him in the High Court. Following a meeting last week between Sir Keith and Roman Catholic bishops, new talks will now take place over the summer between the college authorities and the DES.

Teacher reinstated

Mr Wayne Williams, the 30-year-old Welsh language teacher who lost his job after serving a six-month jail sentence on a conspiracy charge, has won his battle to return to his school. Powys education authority has accepted an independent inquiry's finding that Mr Williams should be allowed to return to Llanidloes High School but give a written undertaking not to break the law again.



Wayne Williams

Local authority leaders refuse to set student targets

NAB wants budget rethink

by John O'Leary

The National Advisory Body this week made its first approach to Sir Keith Joseph, Education Secretary, to lighten the burden of cuts it is expected to make for 1984–5. Its committee will meet Sir Keith to spell out the options for funding levels and access before deciding on student numbers for polytechnics and colleges.

Local authority leaders refused for the second successive time to set student targets for 1984–5, although the planning exercise to distribute places on the basis of a 10 per cent overall cut in budgets, will continue on the assumption that recommendations put by Mr Christopher Ball, chairman of the NAB board, are accepted. They would result in the loss of 5,000 full-time places in first-year enrolments for 1984–5 and a 14 per cent reduction in funding levels per student.

Members of the committee were concerned about the consequences for standards in colleges and polytechnics if funding levels were reduced too far, while not wanting to reduce access to qualified students. Their terms of reference allow them only to advise on the distribution of the advanced further education pool, but their approach to Sir Keith is clearly an attempt to persuade him to increase its size.

Mr John Bevan, NAB secretary, said the committee would take the decision on the balance between access and funding levels, but it wanted Sir Keith to be fully aware of the conflicting pressures operating. The delay is not expected to affect the timetable for the NAB exercise, which has already been altered once because of the general election.

The reasons for the committee's concern immediately became clear with the publication this week of comparisons made by DES officials of costs in the universitities, local authority institutions and voluntary and direct grant colleges.

The paper, which will be presented to the NAB board and the University Grants Committee, foresees the universities overhauling polytechnic and college funding levels and forging ahead if present student enrolment plans are retained. By 1985–6 the voluntary and direct grant colleges would be the most generously funded institutions for classroom-based courses.

The paper reveals the same trend for science subjects, although it does not produce a detailed comparison of unit costs in this area. Unit costs in local authority institutions are expected to rise marginally, while both science and medical courses in universities show large increases.

The inference which NAB is likely to draw from this is that if the universities were to take rather more students (thereby marginally reducing their unit costs) it would still be possible to preserve the present level of access within total spending. The DES is believed to share this view.

● The UGC's annual survey for 1981–82 out this week confirmed the committee's intention to reduce numbers further – from 261,000 in 1979–80 to 249,500 by 1984–85.

THES

More grant penalties to be imposed

by Hilary Wilce

Education authorities reacted with anger but no surprise to the announcement this week that the Government was to penalize high-spending authorities to the tune of £280m.

The penalties announced are in line with calculations made by local authorities earlier this year, and most have budgeted accordingly.

Sheffield is to lose £14m bringing its grant down to £83.1m. The London Borough of Haringey is to lose £8m, and Brent, £7m.

Labour-controlled Avon is the county council most affected. It loses £18m, bringing its grant down to £115m. Dr Robert Glendinning, chairman of education, said he had not yet seen precise figures, but the cut was expected. "We didn't get into this situation blindly. What we are doing is justifiable policy. We have no intention of making cuts in sevices."

One hundred and fifty two of the 412 local authorities are to be penalized. Nearly half of the penalty will be imposed on the GLC, the metropolitan county councils and seven Labour-led London boroughs.



Members of the string orchestra at the St Giles Church of England School, Ashtead, Surrey, are in a class of their own – the top class, to be precise, in which all 31 pupils gained a place in the orchestra.

Headteacher Sydney Morgan proudly proclaims it is "the most advanced class of unstreamed, unselected children anywhere in Britain."

L.e.a.s fear massive job loss through cuts

by Biddy Passmore

A paper by the local authority associations showing the huge numbers of teachers who would have to be sacked to meet 2 and 5 per cent cuts next year was to be discussed by central and local government officials yesterday. The paper puts the figures much higher than DES estimates. They say about 40,000 teachers would need to be sacked to meet the larger cut and at least 12,000 if it were 2 per cent. Local authorities now doubt that 4,000 jobs can go in a year through natural wastage. The number of teachers' jobs will also be heavily affected by next year's pay settlement. Each 1 per cent on the settlement adds an estimated £75m to the local education authorities' pay bill.

● Education costs are being cut in real terms in some of the areas where numbers are growing, according to figures published by the Chartered Institute of Public Finance and Accountancy (CIPFA).

Its *Handbook of Education Unit Costs*, prepared by officials in the DES, shows that the number of pupils over school leaving age rose by nearly 9 per cent during 1981–82, from 304,000 to 330,600. Spending per pupil over 16 was cut by 4.5 per cent during 1981–82 falling from £1,386 to £1,323 at constant (1981) prices.

In polytechnics, similarly, the number of advanced students increased by 7.6 per cent (from 131,000 to 141,100) between 1981 and 1982 while the net unit cost at constant prices fell by 12.6 per cent, from £3,391 to £3,147.

Spending per head in colleges rose by 2.6 per cent at constant prices over the same period, from £1,857 to £1,906. In polytechnics, it stayed put at £2,873.

The Education Unit Cost Handbook – 1981–82 is available from CIPFA, 1 Buckingham Place, London SW1E 6HS, price £5.

Move to end 'abuse' of fixed-term contracts

by Richard Garner

L.e.a.s. have agreed to try and cut down on any attempts to "abuse" the use of fixed-term contracts for newly qualified teachers.

They have agreed to circulate all 104 authorities urging them to allow all probationary teachers to be given contracts long enough to enable them to complete their probationary period.

The move was agreed in a meeting of CLEA/st, which negotiates teachers' conditions of service, last Friday after teachers' leaders had claimed that several l.e.a.s. were abusing the use of fixed-term contracts and not allowing teachers to finish their probationary period – normally one year.

Mr Doug McAvoy, deputy general secretary of the National Union of Teachers and leader of the teachers' side in conditions of service negotiations, heralded the move as a significant first step towards improving the conditions of teachers on fixed-term contracts.

Mr Ivor Widdison, for the Council of Local Education Authorities, said the teachers had been asked to come up with examples of abuses for the next meeting of CLEA/st in October.

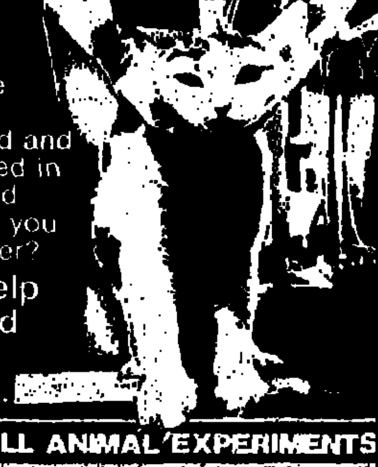
Meanwhile, talks have failed to solve a dispute between the NUT and Labour-controlled Knowsley Council in Merseyside over two teachers employed on a ten-month contract.

The NUT warned it would black the two posts – at Parkway and Gonzaga schools – and added that its members would take strike action if there was an attempt to put in other staff to replace the two teachers.

The contracts expired last Thursday and the two teachers were told this week not to return to their schools. Staff were due to go on strike over the issue yesterday and the NUT is taking their cases to an industrial tribunal.

The new Labour rulers in neighbouring Liverpool have abolished fixed-form contracts for teachers following their victory in this May's local council elections.

IF THIS WAS YOUR CAT WOULD YOU SIT BACK AND WATCH IT SUFFER?



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The photograph shown is from Europe as photographs from British laboratories are unobtainable. However, similar horrific experiments are carried out in this country.

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PLATFORM



Questions of background

John Gray criticizes the usage of statistics in the latest study of exam results, and finds that the evidence does not justify the conclusions.

Dr Marks, Lady Cox and Dr Pomian-Szrednicki (hereinafter MCP for short) conclude that "substantially higher . . . examination results are to be expected for pupils in a fully selective system of schools compared with pupils in a fully comprehensive" one. Their claim deserves close attention, not least because it flatly contradicts the findings of two research studies which appeared earlier this year.

The recently-published study by the National Children's Bureau compared the O level and CSE results of grammar and secondary modern school pupils on the one hand, and comprehensive pupils on the other. It found no statistically significant differences for 11 out of 13 comparisons; there was, however, a small advantage in favour of the selective sector in English.

A study of Scottish secondary schools, of which I was a co-author, appeared in January. Because com- [illegible] of pupils attending "uncreamed" comprehensives with selective-sector schools. Its main conclusion was that pupils attending comprehensive schools did slightly better on average on an exam result scale than pupils attending the selective ones.

Both studies were based on large-scale, representative samples. They made careful effort to define what they meant by comprehensive schools and to take account of possible differences in the intellectual and social composition of the two sectors.

How is it, therefore, that this latest study has managed to reach such strikingly different conclusions?

Like the other researchers, the authors claim to have made allowance for differences in the social class composition of the different local education authorities whose exam results they compared, but unlike the other studies they had to confine themselves to the rather unsatisfactory level of the l.e.a. only; they could not look at individual schools or individual pupils.

Using information from a recent DES study, they placed each of the l.e.a.s on which they had collected exam data in one of three social class groups; the more advantaged (with between 7 and 13 per cent of children living in semi-skilled or unskilled households); those around the national average (14 to 18 per cent); and the [illegible] average results per pupil for each of the l.e.a.s within each of these three groups, noting in the process the considerable diversities.

I shall leave aside the question of whether the particular measure of social class they employed is actually the most suitable or sensitive way of describing or controlling for differences in the social composition of different l.e.a.s. Suffice it to say that it is clearly better than not controlling for such differences at all.

None the less, it is surprising that they should have chosen to present their data in a way that allowed only 31 per cent of the differences between individual l.e.a.s to be explained by the social class factor when their own analyses indicate that 45 per cent could have been explained by it (see table 10, line one).

When researchers talk of "controlling for social class" in this kind of study they usually mean that the relationship between social class factors and exam results falls to somewhere around zero. In the MCP study, however, strong relationships between social class and exam results still remain *after* they claim to have "made allowance for" the affects of social class (see table 11, column four).

Social class is, of course, only one of the important ways in which pupils in different l.e.a.s might differ. MCP's analyses show that the percentages of [illegible] white ethnic groups" also correlated quite highly with exam results (see table 10, column five). If they had used the stronger control for social class which their data allowed and, at the same time, combined it with their measure of ethnicity, they would have found that they could have explained more than half the differences in results between l.e.a.s.

It seems odd, in the circumstances, that they should have opted for the rather weak control they did when more satisfactory measures were easily available to them. As a consequence they overstate the apparent range of differences between l.e.a.s.

MCP make a good deal of their discovery that the percentage of pupils in grammar schools in an l.e.a. correlated quite highly with exam results. This is certainly an interesting finding but it does not necessarily support their view that more selection means better results.

While they counsel against the dangers of confusing correlation with causation, they seem to fall into this very trap. Their conclusions would have been more convincing if they had shown that the relationship between the degree of selection and exam results still existed *after* controlling for social class and related background factors. But this they omit to do.

The second part of MCP's case that better results can be expected from a fully-selective system is based on a series of tables which compare the [illegible] grammar and secondary modern schools with those for so-called comprehensives. I say "so-called" because even MCP admit that "a small but significant number of comprehensive schools had very few or no pupils from the top 20 per cent of the ability range".

In computing their estimates for grammar and secondary modern schools on the one hand and comprehensives on the other, MCP make some allowance for the existence of what the Inspectorate has termed "restricted-range" comprehensives. But, in practice, what they do amounts to little more than a token recognition that many comprehensive schools, and not only those singled out by the Inspectorate, are routinely creamed of their more able pupils.

One can only make sense, then, of the reported differences in results between the two sectors if one is prepared to believe that the social and intellectual composition of their intakes was broadly similar at that time. I know of no evidence to suggest that this was the case and there is, on the contrary, some evidence to suggest that it was not.

MCP largely ignore the issue. Such information as they do provide, however, indicates that when they began to control the differences in social class, even in the weak and unsatisfactory way that they chose to do it, apparent differences between the two sectors largely evaporated.

Indeed, if they had bothered to apply the same correction for restricted range comprehensives they used to adjust their data at the national level, to adjust the results within their three social class groups as well, they would have found that comprehensive schools actually produced better results than selective ones in those l.e.a.s serving more socially disadvantaged areas.

In sum, I can see no evidence in the present study to suggest that the conclusions of earlier research should be modified.

It is easy to forget, with an issue such as this, that the enduring question facing parents and teachers is not so much whether one *type* of school is better than another, but why, within any given pattern of school organization, individual schools apparently obtain different results. There are sometimes important choices to be made about grammar schools; more often it is a case of choosing between comprehensives. How, in short, can one assess whether a school is being as effective as it should be?

MCP acknowledge that comparisons between individual schools are "notoriously difficult" to conduct because their intakes differ both in terms of "ability and social class". This caveat does not, however, seem to have inhibited them from reporting that "some comprehensive schools attained up to four times as many O level passes per pupil as others in the same totally comprehensive l.e.a".

These figures do not, of course, take account of differences in the intakes to such schools and speak more to their intellectual and social composition than to their effectiveness as educational institutions.

None the less, whatever reservations one may have about MCP's methods, the questions they have attempted to address are fundamental ones. How widely do the exam results of individual schools and l.e.a.s, with similar intakes of pupils, actually differ?

For the past six months we have been engaged in researching these issues in some depth with the assistance of a number of different schools and l.e.a.s. Next week in *The TES* we shall publish our own re-analysis of the extent of differences between l.e.a.s revealed by DES statistics, along with preliminary estimates of what distinguishes an outstanding comprehensive from a merely ordinary one.

Dr John Gray is a lecturer in education at Sheffield University. He is directing the Context Project, an SSRC-funded research project into the use and interpretation of examination results.

Standards in English Schools, Marks, Cox and Pomian-Szrednicki, NCES; *Exam Results in Selective and Non-Selective Schools*, Steedman, National Children's Bureau (*TES*, May 20); *Reconstruction of Secondary Education*, Gray, McPherson and Raffe, Routledge and Kegan Paul (*TES*, January 21).

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LETTER

'Data objective . . . presented with integrity'

Sir – We wish to protest in the strongest possible terms about the inaccurate and partial way in which you treat our study, *Standards in English Schools*, in your editorial (*TES*, July 1). This is characteristic of the way in which you have always discussed our work.

You state that "they have discovered what they set out to find". The clear implication is that we embarked on our study with preconceptions about what we intended to find. This is totally untrue and we ask you to print an apology. We embarked on this, and previous studies, with open minds and we were surprised by the consistency and robustness (in the technical sense) of our findings. It gives us no pleasure to demonstrate that comprehensive schools fare relatively badly; we are not *a priori* anti-comprehensive [illegible] children to comprehensives, and our co-author, Dr Maciej Pomian-Szrednicki, has taught in several comprehensive schools.

We also take strong exception to your phrases, "crude politicking" and "this time, perhaps, they have taken more trouble to cover their tracks". The latter phrase suggests that we are hiding something. We have nothing to hide in our research, which is a serious and sober study.

No doubt a reviewer chosen by you will find points of criticism. Some criticism is to be expected, particularly in a path-breaking study of this scope which attempts to take into account many complex social variables. However, objective data are presented for the public examination results of more than 350,000 children in 2,000 schools. These are analysed at different levels: nationally; by l.e.a.; by type of school; and between and within individual schools. We are confident that these data are objective, that our sample is representative and that we have presented our findings with integrity.

We hope that your readers will not be influenced by your prejudicial treatment and that they will read and judge our report for themselves. The findings, which are of national importance, need to be considered by everyone concerned with education.

JOHN MARKS
CAROLINE COX
National Council for Education Standards
3 Arnellan House
Slough Lane
Kingsbury [illegible]
London NW9

NEWS

ILEA produces tough new policy to beat racism

by Nick Wood

The Inner London Education Authority has finalized its proposals to stamp out the "central and pervasive influence of racism" in schools.

Papers to be approved by the education committee next week instruct schools to draw up an anti-racist policy and code and submit it to County Hall by the end of the year.

Next year schools will have to produce "whole school policy statements" making equality for all pupils a central feature of the schools' objectives. The statements should be drawn up after detailed reviews of every aspect of school life.

The statements, together with proposals for curriculum change to give every subject a multiethnic dimension, must be sent to the authority by the end of the summer term next year.

The ILEA expects that every school will have started to implement the strategy, including curriculum changes, by the autumn of 1984.

The authority also intends to coopt two black people on to each of its major spending and policy-making sub-committees – schools, further and higher education, development, 16 to 19, staff and general and equal opportunities.

A discussion paper on geography teaching, which is sharply critical of existing syllabuses for not explaining how Western governments and businessmen contribute to poverty in the Third World, is also being sent to all schools. The paper, by Ms Dawn Gill, head of geography at Quinton Kynaston, a north London comprehensive, was commissioned by the Schools Council, which later decided not to publish it.

The authority also says it will mobilize fully the resources of its inspectorate, advisory staff, support services and administration behind the initiative. The bulk of the £300,000 it has earmarked for in-service training this year will be allocated for courses on combating racism and on multiethnic teaching. Non-teaching staff – administrators, clerks, secretaries, caretakers, kitchen workers and dinner supervisors – will be expected to attend, as well as teachers.

The ILEA's anti-racist stance, most succinctly set out in *A Policy for Equality*, has been toughened after 18 months of consultation with London's black community groups.

The document considers and rejects two other possible approaches to race relations.

The "colour blind" approach – the belief that schools should pay as little attention as possible to racial and cultural differences among their pupils and that it is counter-productive to try to improve race relations too fast – is dismissed as "explicit racism".

"It is racist because it is based on and communicates a notion of white cultural superiority. This is damaging to white people as well as to black . . . It discriminates against black pupils and students since if they are to succeed in the education system they are required to ignore or disown their own cultural identity and background.

"It defines the black communities in schools and society as the 'problem' and therefore not only fails to challenge negative views about black people but also actually promotes and strengthens such views, both in schools and society".

The more fashionable approach of cultural diversity – the belief that racial harmony is best promoted by teaching ethnic minority children about their native culture – wins more marks but is also jettisoned. Its thinking needs to be incorporated within a strategy that confronts "institutional racism" – the web of custom and practice in Britain, propped up by a power structure that excludes blacks, and ensures they are at the back of the queue when it comes to jobs, housing, health and education.

The ILEA's "equality policy" is intended to challenge this power structure and the informal network of attitudes it supports. In schools, "all pupils should be learning to identify, resist and remove racism", it says.

Teachers are told they must root out everything in schools that could lead to discrimination. Syllabuses, textbooks and topics that "ignore or deny the validity of black experience, perspectives and culture" should be abandoned. So should "some of the tests and other criteria, including teachers' expectations", which are used to allocate children to streams or sets.

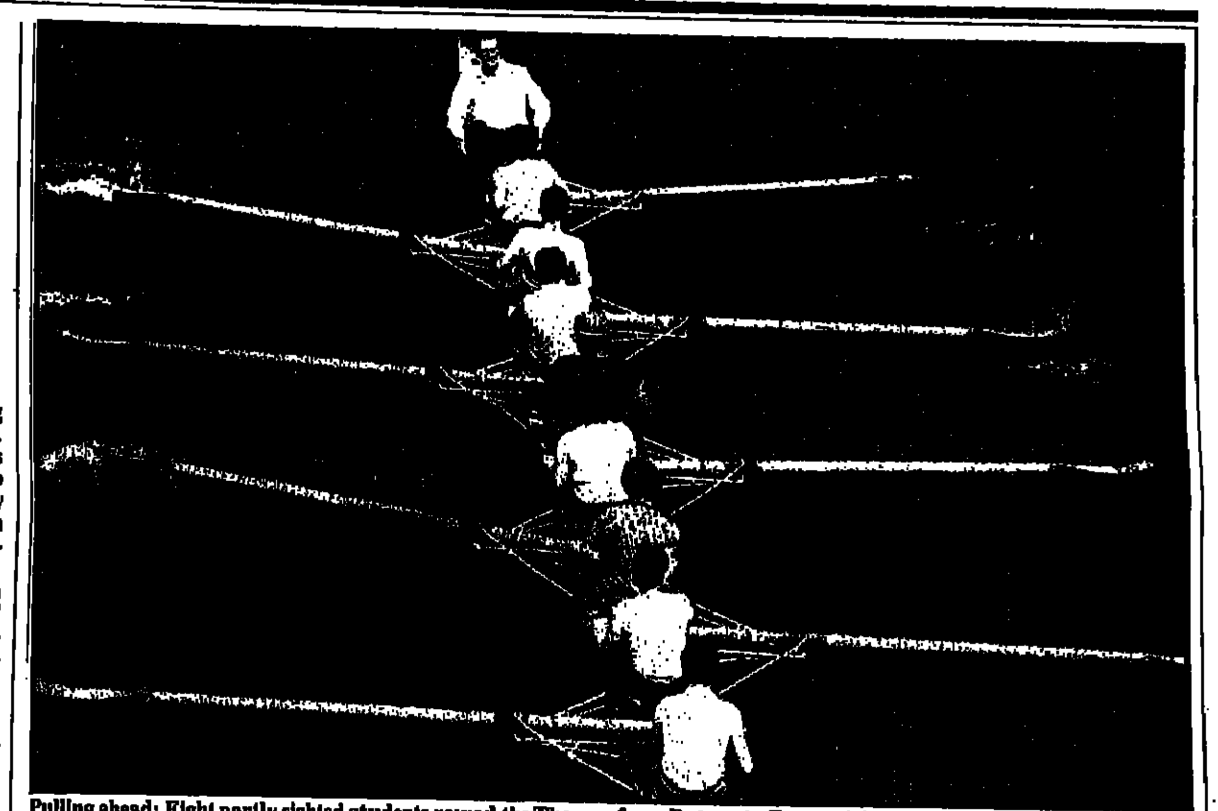
The lengthier anti-racist statement and guidelines sets out a disciplinary procedure that should be used against pupils guilty of racist offences.

It also lists the forms of behaviour that are unacceptable. They include racist jokes, derogatory name-calling, insults, racist graffiti, wearing racist badges and bringing into the school racist material such as leaflets, comics or magazines.

Staff who engage in racist activities will also face disciplinary action.

The ILEA concedes that not everyone will welcome the discovery that they are members of a racist society, work in a racist institution and, unconsciously at least, are racists themselves.

"It must be acknowledged that this perspective may seem threatening and uncomfortable to many white people: this means that measures to promote racial equality need to be fully exploited and thoroughly debated. It does not, however, mean that they should be avoided or deemphaszied for fear of a backlash."



Pulling ahead: Eight partly sighted students rowed the Thames from Putney to Greenwich and back – a total of 25 miles – to raise money for video equipment which enhances the visibility of writing or diagrams used in class. Part of the money will be used to help a boy who is going blind in India. Coxing the eight is Mr Don Robinson, head of Clapham Park School.

New Muslim bid for 'aided' classification

by Bert Lodge

Another group of Muslims is planning to apply for a school to be designated "Islamic voluntary aided."

This comes after the application in January from a group of Muslim parents in Bradford to have five county schools similarly reclassified.

The new initiative is on behalf of the School of Islamics in London's East End which has operated as a private school since it opened in a terraced house in Romford Road, E15, in 1981. Last year, after a Department of Environment inquiry ruled the building was unsuitable for a school, the trustees were given 12 months to find new premises.

Mr Haji Iftikhar Ahmad, head and founder of the school, said this week they had bought a detached house with a large garden a few hundred yards further along Romford Road. The number on roll could now be increased from 40 to 50. Financial help had come from abroad, he said, but declined to say from where. At last year's inquiry he told the DoE inspector that if Newham education authority would agree to sell a disused school the Saudi Arabian Government was ready to buy it.

"We shall apply for voluntary aided status as soon as we get full registration from the DES," Mr Ahmad said.

If the request is granted the governors will be entitled to recoup 85 per cent of the purchase price from the Secretary of State. They will be responsible for the exterior of the building and all enlargements and improvements, but can also be reimbursed up to 85 per cent of these expenses.

NUT backs oral exams

by Richard Garner

The Government should encourage more use of the spoken word in assessment for the new common 16-plus examination, says the National Union of Teachers today.

In a policy statement entitled *Examining at 16-plus*, the union says that some pupils – particularly the less able – can express themselves better by the spoken rather than the written word.

"An element of oral examining is commonly used in modern language examinations", it adds. "The union believes that encouragement should be given to extending this form of examining to other subjects – not with a view to testing oral proficiency but as a means of enabling pupils to express their knowledge or understanding of a particular topic."

The statement reiterates the union's view that the argument for a single 16-plus examination are "valid and irrefutable", and accuses successive governments of procrastination on the subject.

"In maintaining two quite separate examinations, designed for pupils of different ability ranges, the present system is as divisive, and hence educationally indefensible, as the coexistence of grammar and secondary modern schools", it says.

The union also attacks the announcement by Sir Keith Joseph, the Education Secretary, about national criteria for the new examination which gives him the power to reject proposed syllabuses on the grounds that they are inappropriate or unacceptable. The union says this will enable him to "show contempt for the education service over which he presides and for the needs of the majority of young people in our schools".

London allowance claim put in

Rises of nearly 5 per cent in the cost-of-living allowances for more than 100,000 teachers living in London and the Home Counties are being sought by teachers' leaders next week.

The teachers' unions are seeking an increase in the London allowances in line with the 4.98 per cent pay deal they struck with local authorities in their national pay negotiations earlier this year. They are due to meet employers' representatives in the Burnham committee, which negotiates teachers' pay, next Tuesday.

If agreed, it would give inner London teachers a rise of £47 a year to increase their cost-of-living allowance to £986 a year. Those in outer London boroughs would receive an extra £31 a year, bringing their allowance to £646, and those in the Home Counties an extra £12, bringing their allowance to £258.

Negotiations are hampered this year by the Government's decision to abandon publication of the cost-of-living indices for London, which have always been used as a guideline for any London allowance settlement.

The battle of the bookshelves

Teachers in all-white schools can promote multicultural education by going through the school library and throwing out books that present foreign culture in an unfavourable light, a national conference on multicultural education was told last week.

Mr David Houlton, director of the Schools Council mother tongue project, acknowledged that multicultural education had made little headway in schools without black children. This was because the available textbooks promoted cultural diversity in a way that was "stereotypically exotic or strangely remote" from the experience of children.

Mr Houlton told teachers attending the council's national conference in Coventry on teaching in a culturally diverse society that they should "sift through their libraries with the aim of building up a bank of material that "undid stereotypes about the world and its peoples".

The books retained and accepted should present a "view of world history which looks critically at the colonial period and shows the achievements of pre-colonial civilizations".

They should also recognize the contribution people from the Third World have made to science, medicine and politics. They should emphasize that Britain itself has a long history of cultural diversity and has not newly become a multicultural society, he said.

Mr Houlton urged schools in all-white areas to demonstrate their commitment to multicultural education by setting up permanent poster displays, translated into a variety of foreign languages, celebrating the achievements of peoples overseas.

Such a "multicultural, multilingual constant" would be an "ever-present reminder that the school is committed to a multicultural policy so that no one can apply the acid test of entering the premises when the customers have gone and know from displays, children's work, signs and resources just what the school stands for", he said.

Besides helping all children acquire a sound grasp of English, teachers should recognize that their pupils already possess a "range of language skills" in the shape of regional, class or black dialects of English or a foreign tongue. Such an attitude would help all children contribute to discussions.

With bilingual children, the mother tongue was "an asset to be nurtured" and the foundation for teaching English and other languages.


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NEWS

Profile

Richard Knight talks to Sarah Bayliss about his term as president of the Society of Education Officers and the delights and difficulties of a pioneering corporate management system.

Learning to play a totally different ball game



Mathew Knight joins his father in the weekly work-out on the squash court.

As the son of a chief education officer, Richard Knight knew what he was letting himself in for when he joined the education service 20 years ago.

His understanding of the job and his willingness to work extremely hard at it help to explain why he is the current president of the Society of Education Officers, which meets this weekend in Bradford for its annual summer conference.

At least one day a week SEO business takes him away from his office in Bradford, where he is director of education and leisure services. "I operate an open door policy," he says, gesturing to a large modern office with lots of chairs and explaining why our interview had been interrupted. "Otherwise people would feel I was never here."

He represents the SEO on the Government's steering comittee for the Technical and Vocational Education Initiative and for several years has been an adviser to the Association of Metropolitan Authorities. He is now halfway through his term as president, which he concedes has been hectic but which does not appear to have changed his quiet, unflappable style.

One clue to his calm personality is his ability to relax and escape from work. His wife is a teacher of the deaf in Leeds and they live in a small village in a house with three acres of land. Recently he started to keep bees and he always fits in a weekly game of squash with his wife. With typical modesty he says he is not very good at either activity but that he enjoys them. He also sings in a 40-strong choir run by a university lecturer in music.

He was appointed to the city in 1974 after a major re-organization under a chief executive, Gordon Moore, who was a leading protagonist of corporate management. For Knight, now aged 50, it meant responsibility for leisure and recreation as well as education, and taking part in central administration.

Other education officers have not [illegible] through and surviving. He has had to be exceedingly tough and has successfully maintained a degree of independence which enables him to run his own show," said one northern colleague.

Earlier this year Knight criticized corporate management publicly, telling the SEO's annual meeting in London that its centralizing effect had contributed significantly to public disillusionment about local government.

However, he still defends corporate management where it works well. He believes, for example, that it has saved Bradford from becoming "another Liverpool" in administration terms. Eighteen months ago the city returned a "hung" council and for the first six months few decisions were taken – even agendas couldn't be agreed. It was the strength of the senior management team which prompted the politicians to cooperate.

This year's education budget, which included substantial growth, was a sensible compromise, according to Knight, and [illegible] education department [illegible] are being carried by all-party agreement.

The parties, advised by Knight, are also grappling with the crucial issue of separate schools for Muslims. Parents in the city are applying to the Department of Education for permission to buy five county schools and run them as voluntary-aided Muslim schools, on the same lines as Roman Catholic or Jewish aided schools. Other education officers are watching to see how he tackles an issue which they still have to face.

He enjoys enormously the close links education has with recreation and the arts in Bradford. As a result, the majority of secondary schools are also fully equipped sports centres and three-quarters have public libraries on their premises. "Sport, the arts and museums can bring an enormous amount to schools," he says. [illegible] the local comprehensive and the eldest boy is now studying maths at Newcastle University. "If you work in education I think you should use the system yourself. If you work in a factory and don't buy the product there's something wrong, isn't there?"

Under the Bradford structure, Knight has no deputy but six principal officers, each in charge of a section. He seems more aware than some chief officers of a personal responsibility to train and promote people. That concern stems from his own training in the West Riding, which he joined in the 1960s after seven years in teaching.

His father was chief education officer for Harrow and on his advice Knight took a job as personal assistant to Sir Alec Clegg, whose West Riding "stable" produced at least a dozen chief and deputy education officers.

"My duty now is to ensure the same chance to develop is given to officers lower down. I am continually encouraged by the people I meet here and in other regions but I worry that with only 104 education authorities the number of senior posts is restricted. I hope that by devolving my responsibilities I can keep officers motivated."

Additional material by Frank Pedley

Reports call for broader concept of pupils' needs

Lack of staff and resources is damaging standards of English and means girl students are unsupervised at night, HM Inspectorate finds in a report on the **Abbey International College in Hereford and Worcester.**

Teaching tends to be thorough but narrow in English, mathematics and science, the inspectors say. Staff are praised for their hard work and the report concludes that the college has considerable potential for improvement.

The inspectors say firmly that supervision of the nine female students in a house set in 70 acres of largely unlit grounds, is "quite insufficient".

Mr Colin Sanders, a director of the independent college, said "I am pretty confident that from next term we will have a resident housemistress".

Further evidence of too much formal learning and too little practical application emerges from reports by HM Inspectorate on three primary schools this week.

At **Duncton Church of England Controlled First School,** in West Sussex, the inspectors express special concern about lack of opportunities for the 31 pupils in music, art and craft and physical education.

The inspectors also say the curriculum for the 137 pupils at **West Kirby County Primary School** in Wirral needs to be broader.

Teachers work in too much isolation from each other at **Upton County Junior School** in Dorset, which has 3[illegible] pupils, the third report says and suggests making wider use of their expertise.

More training and back-up staff would lead to fuller use of computing facilities in further education, according to two reports.

At **Willesden College of Technology**, the inspectors show that the computing system is being virtually monopolized by the electrical engineering and science departments.

At **Huddersfield Polytechnic**, the report says there are encouraging signs that staff are becoming aware of the importance of computing.

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from l.e.a.s.

Error delays closure plan

An Oxfordshire primary school where pupil numbers have shrunk in three years from 40 to three may have none at all by September. But because the county underestimated the decline, the school cannot now be legally closed before Christmas.

One reason for the fluctuation of pupil numbers at Swyncombe Church of England Primary School is that many of them are travellers' children. The other is that local parents have realized there are not enough children to keep the school open and have transferred their children elsewhere.

Mrs Kim Tomsett, the headmistress, told the *TES* that the three pupils left on the roll were travellers' children and she pointed out that they may move on at any time.

The county decided to close the school, which costs £19,500 a year to run, when Mrs Tomsett presented her February return, but they will have to persuade the Department of Education to cut short the normal closure procedure to enable them to close it at the end of December.

Meanwhile, alternative schools will probably be found for Swyncombe's three remaining pupils. Asked to explain the county's lack of foresight, a spokesman said: "The decline has been more rapid than the computer calculations."

A future minus the 16-plus



Tim Brighouse

by Biddy Passmore

An end to the current system of examining at 16 plus seems likely to be a central recommendation from a conference of leading figures in education and industry which ends in London today.

The conference, called "Education 2,000" because participants are trying to design a system to meet the needs of the next century, may also call for a new "education leaving age" of 18, with compulsory traditional schooling ending at 14.

Within the 14 to 18 age range, young people could either stay at school full-time or take vocational courses at college or start an apprenticeship, with part-time attendance at school or college. Assessment could include profiles and graded tests or a system of course credits.

These are some of the main conclusions towards which the conference's nine study groups were working this week. A summary of their findings, which were being recorded by word-processor as they went along, will be published in the form of a consultative document in September. Chairmen of the groups, which contained about six members, included Mr Tim Brighouse, Oxfordshire's chief education officer, Mr John Sayer, principal of Banbury School, and Mr Michael Duffy, headmaster of King Edward VI school in Morpeth.

The conference may call for a new Education Act to ease some of the changes, as well as a merged Department of Education and Training. But it will probably not propose a major upheaval in the funding of the education service, beyond plans to reallocate resources among authorities. Some groups also wanted to see more scope for local communities and institutions to decide how to spend resources to respond quickly to technological change and unemployment.

The changes under discussion for 14 to 18-year-olds (and adults) would mean more flexible hours and working conditions in schools and colleges, along the lines pioneered in Coventry. Institutions would stay open throughout most of the year and in the evenings and both schools and colleges would provide full and part-time courses.

There seemed to be general agreement at the conference that the present examining system was a bar to progress and did not assess students' overall capabilities or potential. But there was also some nervousness on the part of industrial representatives about what might replace it.

As Mr Albert Dodd, personnel and industrial relations manager of Ferranti and chairman of one of the study groups, put it: "You've got to have some measure of the teaching profession and in industry you've got to have some measure of young people's ability. If a more accurate measure is being proposed, that would have our support."

Mr Dodd, whose group was examining the theme of "Society in AD 2,000", stressed the need for the education system to produce people committed to the generation of wealth and who understood how small businesses worked. [illegible]

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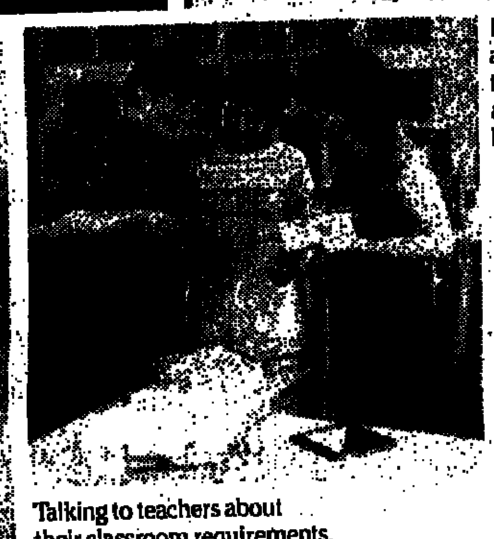




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PRIMARY

David Lister and Neil Munro on why mixed age schooling worries the teacher unions

What the inspectors had to say. . .

An important assessment of the effects of mixed age classes on schooling was made five years ago by Her Majesty's Inspectorate during the survey of primary education in England.

Tests carried out for the Inspectorate by the National Foundation for Educational Research showed that: "On average children in 'mixed age' classes of 25 to 35 children scored somewhat worse on the NFER test, and the children's work in mixed age classes was less well matched to their capabilities than was the work of children in classes of the same sizes containing a single year group."

The survey itself said: "The 11-year-olds in single age classes also produced better NFER scores for reading and mathematics than children in mixed age classes. For nine-year-old children there was no significant difference in the match assessments, although single age classes tended to show a slightly better match than mixed age classes: the difference in NFER scores, though smaller than with the 11-year-olds, favoured single age classes and was statistically significant. This may reflect the fact that nine-year-old children were to be found in classes with either younger or older children, while 7 and 11-year-olds in mixed age classes were normally placed with children of a younger age range."

The Inspectorate did not include in its survey classes for five and six-year-olds for whom vertical grouping is sometimes introduced to overcome the problems arising from taking new children into the school each term.

A breath of the country that many city schools could do without

January could see the first industrial action by teachers over mixed age classes in primary schools.

The threat has been made by Scotland's largest teachers' union, the Educational Institute of Scotland.

But the concern over teaching children of different ages together – known as composite classes in Scotland, and mixed age or vertical or family grouping in England and Wales – is not confined to north of the border.

As falling rolls have decimated the size of the primary intake nationwide, so local authorities have resorted to putting more than one year group in the same classrooms and teachers, untrained and unprepared, have had the concept of mixed age teaching thrust upon them.

Some schools, particularly small, rural ones, have always had to live with mixed age classes, and others have chosen to because they believe the idea to be educationally attractive, but an increasing number over the past few years have had to adapt through force of circumstance rather than policy choice. Indeed, that is now very likely to be true of most schools with mixed age classes.

The EIS decision to tell its 21,000 primary members not to take composite classes with more than 25 pupils from January if negotiations to reduce the size of classes by then fail, coincides with growing parental worries. During a local radio phone-in programme in Edinburgh, composite classes vied with religious discrimination at Glasgow Rangers Football Club as the issue of greatest public concern.

The fears over mixed age classes throughout Britain centre on the growing size of these classes. While the concept can be challenging for the teacher and arguably educationally progressive with a reasonable pupil-teacher ratio, the classes become hard to handle effectively over a certain size. The National Union of Teachers' policy is that there should be not more than 24 (compared with 27 for ordinary primary classes).

John Rowe, NUT primary official, says: "It has been causing anxiety for some time now. There are some schools having to face this for the first time who would find the change to mixed age teaching a major obstacle. There certainly is a need for in-service training."

The Inner London Education Authority has taken this to heart and now [...] service training courses to help teachers adapt to mixed age teaching. "Without doubt", says Mr Ron Letheren, ILEA senior staff inspector for primary education, "a mixed age class represents a greater challenge to the teacher and needs a modification of teaching style. We have sought to promote a teaching style that looks at diversity of all kinds. Because of the greater range of ability in a mixed age class it's especially important not to pitch the curriculum down the middle."

Mr Letheren points to the greater use of group work that is necessitated by mixed age classes, particularly in a subject like mathematics, otherwise the more able will be held back, and he adds that even in small classes with a wide age range the teacher will have to extend herself or himself further.

But he also cites the fact that schools that chose vertical grouping are reluctant to lose it because of the valuable spin-offs, not least that the older children develop more respect for their younger classmates.

It is difficult for many people outside the primary classroom to appreciate why so much heat should be generated by mixed age classes, which, after all, have been the norm in



One of the valuable spin-offs of mixed age teaching is that older children often develop more respect for younger classmates.

many rural schools since records began.

The key difference in city primaries, according to Ms Susan McIntosh, secretary of the local EIS association in East Lothian, is the larger numbers. Two-year groups might actually contain three age ranges and an even wider spread of ability, she says. Pupils' problems are less easily spotted, there is no class identity, the year groups frequently change with shifting staff requirements, and the whole process is unsettling for the pupils.

The Lothian education office has now sent guidelines to primary schools. These give advice about the selection of pupils for composite classes, emphasizing that age rather than

The fears over mixed age classes throughout Britain centre on the growing size of these classes.

ability must be the primary criterion. The guidelines also urge primary heads to involve parents much more in explaining why composite classes might be necessary at any given time.

If negotiations in Scotland fail, it could be a messy business. Five years ago the EIS passed a similar resolution at its June conference which committed it to take action immediately the school session began in August. It was not strike action, but a refusal to take classes with more than 25 pupils. Some authorities deemed this a unilateral breach of contract which therefore amounted to a strike.

The union then gave the impression of clutching at straws and called off its action after two weeks when the authorities agreed to set up an investigation – which nobody has heard of since – into primary school staffing standards. It claimed that it had succeeded in getting most of Scotland's 3,000 composite classes down to 25.

Scottish teachers, unlike their English and Welsh counterparts, have a contract laying down maximum class sizes. The primary maximum is 33, but no size is laid down for mixed age classes.

At least two former EIS presidents believe that they will again get little support from the membership for industrial action. None the less, the number of composite classes appears to be growing as the effects of falling pupil numbers and the resultant approach take their local toll.

One result of this, says Ms Kate Finn, who teaches in a Glasgow inner city primary, is that more teachers are affected and would therefore back an aggressive stance. Her own school had only one composite class this session, whereas next year every class would be composited.

Senior education officials have their problems too. The Government does not want them to increase their spending. So faced with falling rolls they try to close under-used schools to make more effective use of resources and thus reduce mixed age classes – and run into public opposition. Or they can keep schools open and spread their staffing resources thinly, which creates more mixed age classes – and that also leads to public criticism.

But a different slant is put on the debate by Mr John Coe, chairman of the National Association for Primary Education and primary adviser in Oxfordshire.

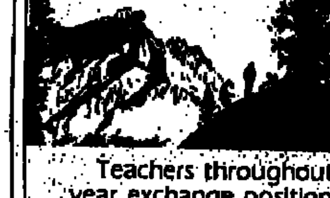
He says that teachers' organizations "use mixed age classes as a weapon for more teachers. It is really a political statement about the general level of provision rather than a serious contribution to the debate".

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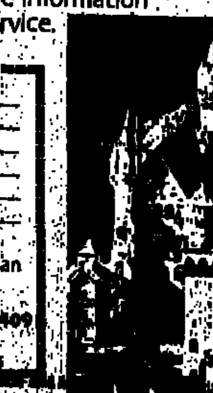
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Call for reading 'revolution'

by Jane Pickard

Young people going into teaching know too little about their own language, Dr Joyce Morris, a reading researcher, said at the weekend.

Few would understand the difference between vowel letters and vowel sounds, or know what was meant by an alphabetic reading system, she claimed, and said a revolution was needed in the provision of linguistic knowledge as a foundation in teacher training.

Dr Morris was giving the Anne Leighton Pearce memorial lecture at the Digby Stuart College Reading and Language Centre in Roehampton, of which Mrs Leighton Pearce was director and a founder member.

She suggested that main emphasis should be on language development, but it was also important for reading teachers to be more critical of the American influence in their field, and to draw more inspiration from the work of British, Australian and South African research, because of the greater phonetic similarities between these three versions of English.

Dr Morris is reading consultant at the Digby Stuart Centre, which takes about 30 teachers at a time on diploma and short courses.

She is also president of the Turn a Page Society International, based at the centre, which encourages progress in reading teaching, and sponsored the memorial lecture.

Her talk gave a historical snapshot of the teaching of reading, arguing that the wheel had turned full circle, with many of the earlier theories and methods coming back into use.

For instance, the Look and Say method was now popular again; the sentence method, first widely used in the 1920s, emerged again in the Breakthrough to Literacy project in 1970; and the attitude to educating retarded children had taken them from integrating in ordinary schools to special schools and back again in 50 years.

But for too long, the teaching of reading had depended on a series of models, often developed by teachers for their own use and then published without any basis in serious research.

At the TAPS annual meeting afterwards members agreed to establish an Anne Leighton Pearce fund and hold a public lecture each year.

NEWS

Researchers' report provides support for critics of appointment procedures

Secondary head selection 'being conducted in dark'

by Bert Lodge

The procedures for appointing heads to secondary schools are muddled and unsystematic, a major research project has found.

Time and again, Colin Morgan and Valerie Hall, the Open University researchers who conducted the three-year investigation into selection methods, discovered there was no job description available and no indication to applicants what the specific requirements of the successful candidate were. The information on candidates that local authorities provided for selectors was also found to be insufficient.

The survey, funded by the DES, vindicates entirely the bold reforms called for last week by the Secondary Heads Association in its document, *The selection of secondary heads*.

The report is very critical of the way the selectors operate. Almost always only three groups are represented – officers, elected members and governors. Only three authorities out of 59 visited, and a further 46 surveyed by questionnaire, ever used other heads as assessors in the selection process.

As for the three selector groups – "The guiding principle . . . seemed to us to derive more from a concern to accommodate power relations than technically to measure the competencies of candidates."

The researchers often found no one officer in overall charge of secondary head appointments but different officers in charge at different stages. None of the officers had received a specialist training in the full range of selection principles and techniques now available for senior, executive appointments.

The selectors were not helped by, with one exception, a complete absence of written descriptions of the full range of secondary headshipn duties. And applicants were merely told of the qualities of personality required rather than the knowledge and skills that would be expected of the successful candidate.

References from local authorities were unsatisfactory because they failed to provide any information on the job-related skills of applicants. But as the report points out, authorities were simply unable to provide it "due to the absence of comprehensive and systematic staff appraisal systems from which the relevant information could be drawn."

Another reason is that there are few requests other than for a general reference because officers tend to rely on a "code". Examples given by the researchers of this are "prone to speak his mind", "was once an angry young man", or "fairly blunt man of northern cast".

Longlisting and shortlisting panels may vary in number from seven to 40. Among the selector groups there is no consensus on what is being looked for and members are suspicious of the officers. "Stereotypes, uncontested assertions and idiosyncratic views of 'what it takes' tend to dominate the discussion." Yet as the report points out, there is a total reliance on interviews as the primary means of acquiring information about candidates.

Some authorities insist on a minimum number to be interviewed and this leads to "make-weight" candidates. Yet "it is not unknown for the 'make-weight' candidate to get the job."

"We would conclude by saying that the dominant characteristic of l.e.a. procedures is that they are conducted almost exclusively in the dark," the researchers say.

Ban seen as threat to free speech

Devon education committee confirmed last week that public meetings on issues judged to be contentious would continue to be banned from school premises.

The decision reflects a move earlier this year by Mr Ted Pinney, Conservative chairman of education, barring a meeting of the National Association of Teachers in Further and Higher Education from a hired hall in a tertiary college at Exeter. The meeting, which was called to discuss Devon council's budget and proposed education cuts, eventually took place at Exeter University.

Mr Dennis Duthoit, a teacher at Ilfracombe school and the secondary teacher representative on Devon education committee, spoke against the ban, claiming it was an infringement of open discussion and freedom of speech.

"Protests and the politics of dissent are part of our democratic system and it sets a dangerous precedent when a council says that it has banned all opposition from its premises," he told *The TES*.

Professor Ted Wragg, a representative of Exeter University on the education committee, said that in rural areas schools were often the only place available for meetings. The new ban meant that parents protesting about a proposed school closure would no longer be allowed to meet at the school to air their views.

Private firm wins school cleaning job

by Sarah Bayliss

Birmingham City Council pressed ahead with its privatization plans last week by awarding a cleaning contract for 50 schools to a commercial firm. Tenders for cleaning more schools in the city are to be invited soon.

At a special meeting of the education committee this week, Mr Brian Meadows, the Conservative chairman, said savings worth £664,000 would result from the contract with ISS Servi System Limited.

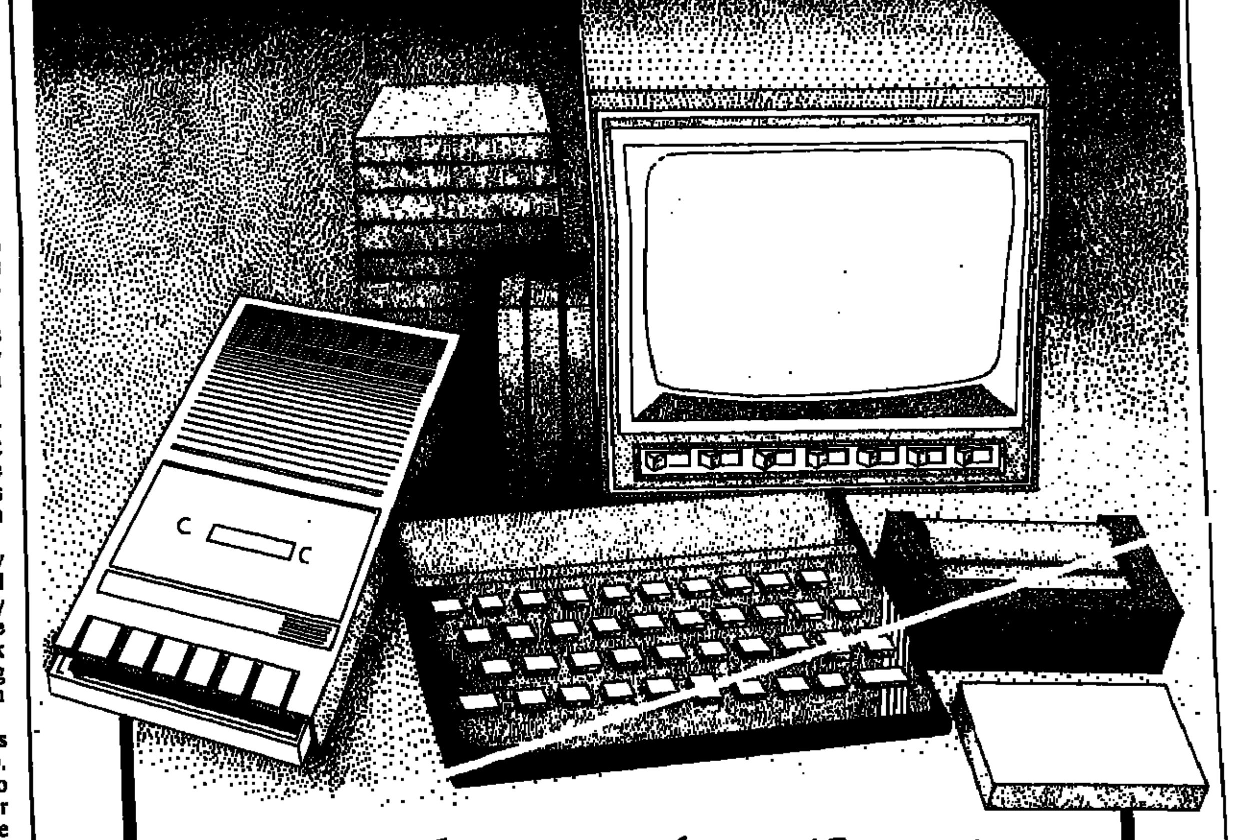
This money would help to pay for 20 extra teaching jobs in secondary schools and 80 classroom assistants in primary schools.

Secretarial support in secondary schools and more back-up for special schools and children with special needs could also be afforded now.

The West Midlands Education Alliance, which represents trade unions and pressure groups concerned about education, has called Birmingham and neighbouring Dudley to rethink the privatization of school cleaning.

Mr Jim Smith of NALGO, the white-collar town hall union, and chairman of the alliance, claimed that standards of cleaning would fall and that the close relationship between teachers and support staff would be damaged.

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TES 8/7/83

Young physicists in a word muddle

by Nick Wood

Youngsters with wide vocabularies can be at a disadvantage when it comes to studying physics, a new research study says.

The problem arises because some of the technical terms of the subject – for instance "conservation" or "equilibrium" – also have everyday meanings. Children bright enough to know these meanings commonly make mistakes when asked about them in their scientific context.

The findings come from Mrs Joan Solomon, head of physics at a London school, writing in the July issue of *Physics Education*. They are based on interviews with 17 fourth-formers taking a combined CSE physics and chemistry course.

Mrs Solomon asked 14 of the group if they knew everyday meanings of the word "conservation"; nine did so, explaining it as "protecting animals, saving trees and storing fuels". But all of them failed to state correctly the elementary physics principle of the conservation of energy.

In contrast, four of the five to whom "conservation" meant nothing in an everyday context, answered the science question correctly.

"Familiarity with the everyday use of a word may not be an advantage in learning elementary physics", Mrs Solomon comments. "The reason for this is not hard to guess, 'Conservation' is different in the life/world domain of general knowledge from its specialized usage in the domain of physics knowledge.

"In any conflict between these two meanings, the one which is most frequently reinforced by social usage will tend to swamp the other."

Mrs Solomon indicates how the "familiarity trap" can be avoided. All 17 of her sample knew the everyday meaning of the word "energy". Those who had failed to give the correct physics definition were then told the answer and all were asked if it was the same as the everyday meaning. Children who had got the physics definition right in the first place were more likely to appreciate that the word has two distinct meanings.

She argues that only through being aware of the existence of the trap will children learn to avoid it. "The best route to success in this elementary physics seems to run via a clear appreciation of the distinction between life/world uses – 'being energetic' or 'the amount of strength you have' – and the physics definition in terms of work which is only used in the rarefied atmosphere of the twice weekly physics lesson."

Private health discount scheme angers unions

by Richard Garner

Teachers are being urged to boycott a local education authority's plan to provide its employees with cheap private health insurance.

Conservative-controlled Ealing Council has reached agreement with a private health insurance group, the Western Provident Association from Bristol, to provide private medical insurance at a 25 per cent discount for all its employees.

Under the plan, the authority has ... employee who wants to take out private insurance, with the group.

The move has angered town hall unions – including teachers – all of which took part in last year's Day of Action called by the TUC to support health service workers in their pay claim.

In a leaflet circulated to all schools by local representatives of the National Union of Teachers, staff are told that taking up private medicine means "paying to jump a queue".

The leaflet, written by members of the town hall white-collar workers union, NALGO, says: "Unfortunately, the more people who go private, the less the Government will think about putting more money into the National Health Service to reduce waiting lists".

Mr John Butta, ex-president of the Ealing association of the NUT and teacher representative on the education committee, said: "Four hundred of our members were on strike in support of the health service workers last year and we still object to the way ... encourage queue jumping and further damage the NHS." He said he would raise the issue at the authority's next meeting in September.

A spokesman for the authority said it had been agreed to ask the borough's personnel officer to investigate the best possible deal on private health insurance for its employees. "Ostensibly, we thought we would be doing our employees a favour," he added.

He added the decision had been taken after an employee had said he had taken advantage of a similar scheme with his previous employer.



Radipole Primary School's Dorset nature study project has been mushrooming since it was started by teacher Neil Arnold. Now, 15 years after pupils made their first amateur notes on local flora and fauna, the project's success has attracted the attention of television producers and publishers. Recently a nature trail and pond designed and built in the school grounds was the subject of a book *The Young Zoologist*.

Fees 'may lead students to drop out'

College lecturers have warned that plans by Cheshire County Council to charge 18-year-old students fees for further education courses may force many to give up their studies.

The plan, to be discussed by the council later this month, was designed to bring Cheshire into line with other authorities in the North-West.

But the lecturers' union, the National Association of Teachers in Further and Higher Education, said this week other authorities, unlike Cheshire, provided educational maintenance allowances.

The union is appealing to councillors to drop the proposal, which would mean 18-year-olds facing fees of £294 a year and substantial examination charges after September.

Ms Judith Summers, secretary of NATFHE's liaison committee in the county, estimated that 1,000 students already on courses could be affected.

"Our assumption is there will be a considerable drop out from existing courses and possibly course closures," she said.

People wishing to enrol on a college course after completing a year under the Youth Training Scheme would be among those particularly hit. – *THES*.

Lessons from on high

Satellite pictures like those shown by television weather forecasters will soon be available in the classroom, with the aid of a new receiver system.

The equipment will enable classes to tune directly to satellites in order to study geographical and meteorological concepts. The receiver can also be used for satellite projects such as signal processing, orbital prediction and antenna steering.

The basic receiver costs £2,100, and picks up signals from the American and Soviet polar orbiting satellites which between them pass over Britain five to six times a day.

An extra £1,325 buys a unit which can also receive transmissions from geostationary satellites which remain at a fixed point above the equator.

Mr Eric Scott, of Feedback Instruments of Crowborough, East Sussex, which developed the system, said the company had already received inquiries from colleges, universities and polytechnics.

Seed-corn for industry field

The Government should set up an "industrial seed-corn" fund to strengthen the research base of higher education institutions collaborating with industry.

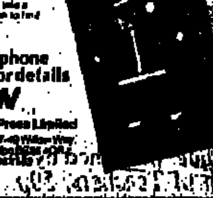
That is one of the main recommendations of a report to ministers carried out by the Advisory Council for Applied Research and Development and the Advisory Board for the Research Councils, published on Wednesday.

The "industrial seed-corn" fund it proposes would pay universities and polytechnics that already have successful links an annual sum equal to 25 per cent of their industrial income.

SCHOOL CHRISTMAS CARDS 1983

The cards complete with envelopes and printed with the individual school name could realise up to 100% profit towards school funds.

EIO VOUCHER



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Lonsdale Press Limited

Welsh infants more likely to have nursery places than English children

More than two-thirds of Welsh three and four-year-olds attended school either full or part-time last year, compared with less than half of their English counterparts.

That difference emerges from a comparison of two sets of statistics published last week: the latest statistical bulletin on under-fives in England from the DES, and statistics of education for 1982 from the Welsh Office.

The English figures show that the total number of pupils under five in primary and nursery schools rose last year by more than 8,500 to 437,000. Thus it has almost crept back to its highest level of 440,000, achieved in 1976.

The increase was largely accounted for by part-time pupils aged two and three, following the rise in births since 1977. The number of two-year-olds in education was 4,700 higher than the year before and the number of three-year-olds jumped sharply by 15,600.

Overall, the number of part-time pupils rose by 13,000 to 203,000, while the number of full-time pupils continued to decline, falling by 5,000 to 233,000.

Participation rates continued their gradual rise: from 28.1 to 29.6 per cent of three-year-olds and from 68.8 to 70 per cent of four-year-olds between 1981 and 1982. The proportion of the estimated population of three and four-year-olds increased slightly from 40.1 to 40.4 per cent.

The trend of the last decade away

Schools welcome back under-fives

by Biddy Passmore

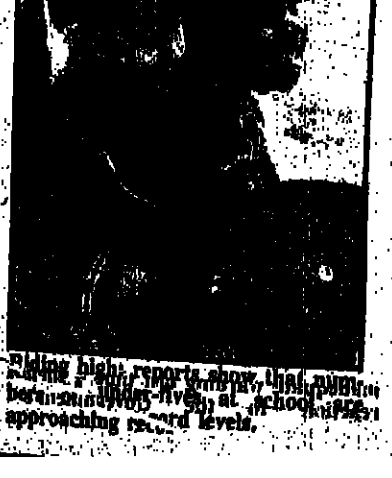
from infant towards nursery classes continued, with an increase of 14,000 in the number of pupils in nursery schools and classes to a new record of 235,000. The number in infant classes fell by 5,000 to 201,000.

Of all the pupils in nursery provision, just over one fifth were in nursery schools and the remainder in nursery classes in primary schools. The number of nursery schools last year was 582, down from the peak of 596 in 1980. The number of primary schools with nursery classes, by contrast, rose by nearly 150 to its highest level of 3,662.

The authority with the highest proportion of three and four-year-olds in education was the metropolitan district of Walsall, with 92 per cent. Others with 70 per cent or more were the London boroughs of Haringey and Newham, Liverpool, Manchester, Salford, Tameside, Doncaster, North Tyneside and South Tyneside.

West Sussex had the lowest proportion of three and four-year-olds in education (10 per cent), closely followed by Dorset (12 per cent) and Kent (13 per cent).

In Wales, 9 per cent of the 43,500 pupils under the age of five were in nursery schools and the remainder in nursery or infant classes in primary



Riding high: reports show that numbers of under-fives at school are approaching record levels.

schools (the statistics do not distinguish between the two).

The proportion of three and four-year-olds in education rose from 66.7 to 68.7 per cent but actual numbers dropped slightly. A decrease of 1,200 in the number attending primary school full-time (to 26,915) was not quite matched by an increase in the numbers attending part-time (to 12,462).

Pupils under five years in each local education authority in England – January 1982, DES statistical bulletin 8/83, available free from the department's Statistics Branch, Elizabeth House, York Road, London SE1 7PH.

Statistics of Education in Wales, Number 7, 1982, available from the Welsh Office, Crown Building, Cathays Park, Cardiff CF1 3NQ, £3.

● The cold wind of economic recession has buffeted provision for the under-fives, says Mrs Cynthia James, chairman of the British Association for Early Childhood Education, in a brochure published to coincide with the group's fiftieth anniversary.

She adds: "The state of teacher training as it relates to the care and education of the very young child is a matter for serious concern. A result of recent reductions, amalgamations and diversifications in teacher establishments has been a dearth of experienced and qualified people in the crucial area of early childhood education".

Kinnock hits out at roots of industry's decline

All distinctions between education and training must go, Mr Neil Kinnock, Shadow Education Secretary, urged this week. They block all hope of reversing the decline of British industry, he told the National Education and Training Conference at Birmingham on Tuesday.

The Department of Education and Science had decided at the last moment not to send either a minister or a senior official, leaving the field clear for Labour's spokesman.

When the conference programme was first planned, Mr William Shelton, then a junior education minister, had agreed to open the conference. With the election in the offing, the DES assured the organizers that if he were replaced his successor would keep the engagement.

But when the DES learned that Mr Kinnock would be speaking on the same morning, it decided that it would not be proper for a new junior minister to be sent and offered instead the department's permanent secretary. A few days ago they changed their mind again and said that it would not be right to have an official representing the Government on the same platform as an opposition politician.

The Government's policies as represented by the Youth Training Scheme in its present form and the new Technical and Vocational Education Initiative were likely to reinforce and perpetuate the divisions and prejudices that were at the root of the decline, Mr Kinnock claimed. They would underpin the "cobwebbed idea that the resolution of practical problems is not an intellectual exercise for educated people."

Mr Kinnock quoted reports and observations that for more than a century Britain's industry had suffered from the poor educational background of its managers and the low esteem for industry among the educated and the educators.

He placed a large part of the historic blame on the example set by the public schools which set out to prepare their pupils primarily for the professions and the high status service occupations. The schools system had tried to emulate the public schools and parents were encouraged to steer their children towards academic objectives rather than those occupations which involved making things. The parents' view was understandable given the low status and rewards in these practical occupations.

"The disdain of the public school educated sons of the Victorian entrepreneur thrust them into the realms of the civil service and the professions. Today their descendants have joined the ranks of the merchant bankers, investment advisors, the ad men and insurance fraternity. Report after report has revealed the effect of their bias and the move away from science, technology, and industry. To be educated is still – in 1983 – to be something or somebody in the City, the law, medicine, higher education, or the tele," Mr Kinnock said.

Schools would have a vital part to play in changing the situation within the context of reform of the curriculum and the examination system. They would have to recognise that making things involved intellectual abilities which might be different but which were in no way inferior, and required status and resources.

Training beyond the schools could not be left to the employers – not because they were malevolent "but because their greatest failure is haplessness.

"They operate on different time scales, have different objectives, and the law of the situation compels them to hone their training programmes in conformity with their special needs. And those structural factors mean that they cannot, and should not, be awarded the main obligations and prerogatives of training for the needs of a modern industrial economy."

Instead, industrial training should be based on apprentice training centres which would provide an integrated training based on a high content of general education.



Seen but not heard: a voiceless Neil Kinnock listens as his speech is read to the conference by the actor, Leon Tanner. See Aristides – Page 72.

Top courses get cut price deal

Local authorities have agreed to provide college courses for the Youth Training Scheme's "de luxe" schemes at special low cost rates.

The schemes, being run by the engineering, construction, and road transport training boards, provide integrated one year courses with much more off-the-job training and education than the ordinary YTS year. They will serve as the first year of apprenticeship for many of the trainees.

Some of the courses are almost entirely off-the-job; and seem to run counter to the MSC's principle that YTS trainees must spend the major part of their year on work experience.

The MSC refused to relax the rules to allow colleges to do the same for the trainees that they sponsor themselves under YTS mode B. Because of this some local authorities have been reluctant to take the training board trainees at the special low rates that they have agreed to charge employers sending them ordinary YTS trainees.

The local authority associations have now decided to recommend their members to offer the special rates to the training boards too.

They say that this is justified because most of the trainees on the integrated courses will be replacing apprentices whose education the local authorities have always subsidized in the past.



The construction industry's training board will benefit from the low-cost courses.

MSC to push ahead with TVEI schemes

The Government is pressing ahead with plans to increase technical and vocational courses in England and Wales. And it will bring Scotland into the scheme, despite doubts from the Scottish Education Department and teachers.

The Employment Secretary announced last week that he is asking the Manpower Services Commission to offer NTVEI subsidies to more authorities to start up five-year pilot projects of technical and vocational courses. Forty more projects could be funded at up to £500,000 each, or a longer number of projects could be backed with smaller sums. This could mean that soon more than half of all l.e.a.s have schemes.

When the original pilot programme was announced last autumn the government and Mr David Young, the Manpower Services Commission chairman, insisted that only 10 projects would be funded for the next five years although they hoped that other local authorities would in time emulate the projects at their own cost. But when the bids from 66 authorities were considered, the Employment Secretary agreed to raise the number in the programme to 14.

Scotland was not represented: Mr Alex Fletcher, Education Minister, said Scotland was embarking on its own "action programme" to develop vocational preparation in its schools. The *TES*, however, reported Mr Young's view that Scottish local authorities would want to participate before long.

Some of the money for the new projects which will start in September next year will come from the £40 million pounds set aside for the original programme, since the commission's officials are finding that they do not need to pay the authorities as much as they thought.

But Mr Tebbit is asking the commission to add another £14 million from its overall budget.

The Department of Education and Science, which was badly embarrassed when the original scheme was announced because the timetable left no time for consultation, will this time discuss with the local authority associations how the money should be spent. It may be distributed in much the same way as the funding for the existing projects.

The new projects will be funded, like those already authorised, for five years. The Manpower Services Commission has still to discuss whether to agree to the Employment Secretary's request.

Although the local authorities will have no grounds this time to complain of a lack of consultation – some of the larger authorities like the Inner London Education Authority refused to put forward proposals because of the inadequate warning last time – their reaction to the Government's announcement will not be entirely enthusiastic.

Labour's national leaders regard the scheme primarily as a way of intensifying selection in the secondary system; and now that the election is out of the way the handful of Labour authorities who are already participating are likely to come under mounting recrimination.

The Association of Metropolitan Authorities education committee chairman, Mrs Nicky Harrison, this week issued a statement attacking the Government for launching the MSC into a major involvement in basic education in the schools. The committee discussed at its meeting yesterday how it will handle the situation.

The Tory controlled Association of County Councils has more member authorities participating in the project, but despite its support for the programme it shares some of the AMA's resentments and anxieties about the role of the MSC.

The authorities are finding to their dismay that the YTS will cost them money from their own resources rather than helping their finances, and they no longer regard the MSC as a benefactor.

Scottish reaction has given a wary welcome for any extra MSC cash that is going but only if it helps the Scottish education system to "do its own thing." This is the view of the biggest union, the Educational Institute of Scotland. And Mr Allan Stewart, the new Education Minister, said at a press conference in Edinburgh on Tuesday: "If we can adapt it to the Scottish context, then we should try and do so."

He is likely to take up an invitation to meet senior officials and councillors from Strathclyde Regional Council, the biggest education authority, which has been doing a great deal of development work in vocational courses for the post-16s.

He will have to convince them in particular that the TVEI schemes will not cut across work that is being undertaken under Scottish Education Department supervision to dovetail the Government's reforms for 14–16s, the action plan for 16–18s and the Youth Training Scheme.

Dr Malcolm Green of Strathclyde, who is chairman of the education committee of the Convention of Scottish Local Authorities, said it would be "silly" if the TVEI forced Scotland on to a different educational track from the one it had been pursuing. "We think it is much more important to transform our existing institutions by introducing vocational and technical elements rather than creating new ones."



Labour leaders fear the scheme will be used to intensify selection in the secondary system.

Edited by Mark Jackson

'YTS cash will breed envy' – union

by Richard Garner

Allowances paid to youngsters on the new Youth Training Scheme will be "a sourse of envy" to those who continue with full-time education outside it, says a policy document published by the National Union of Teachers today.

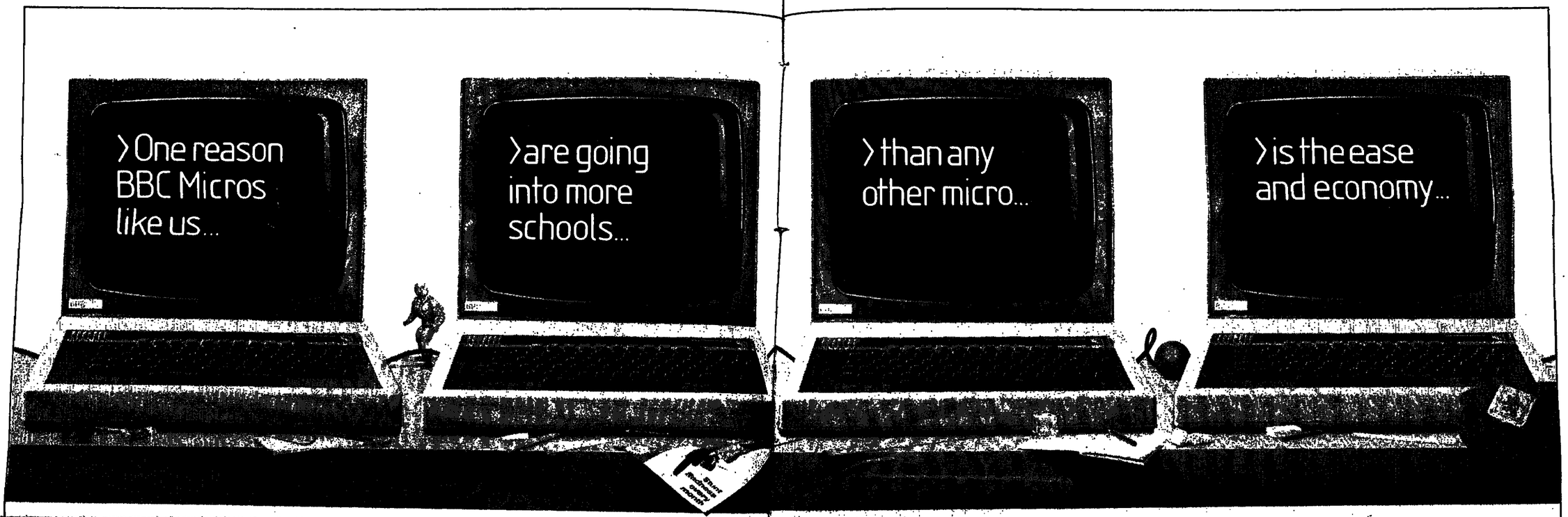
The document, *Schools, the MSC and YTS: a union guide*, says the allowance of £25 a week might be thought "extremely meagre" but adds: "It will be a source of envy to those not on the scheme, especially when they are taking markedly similar courses.

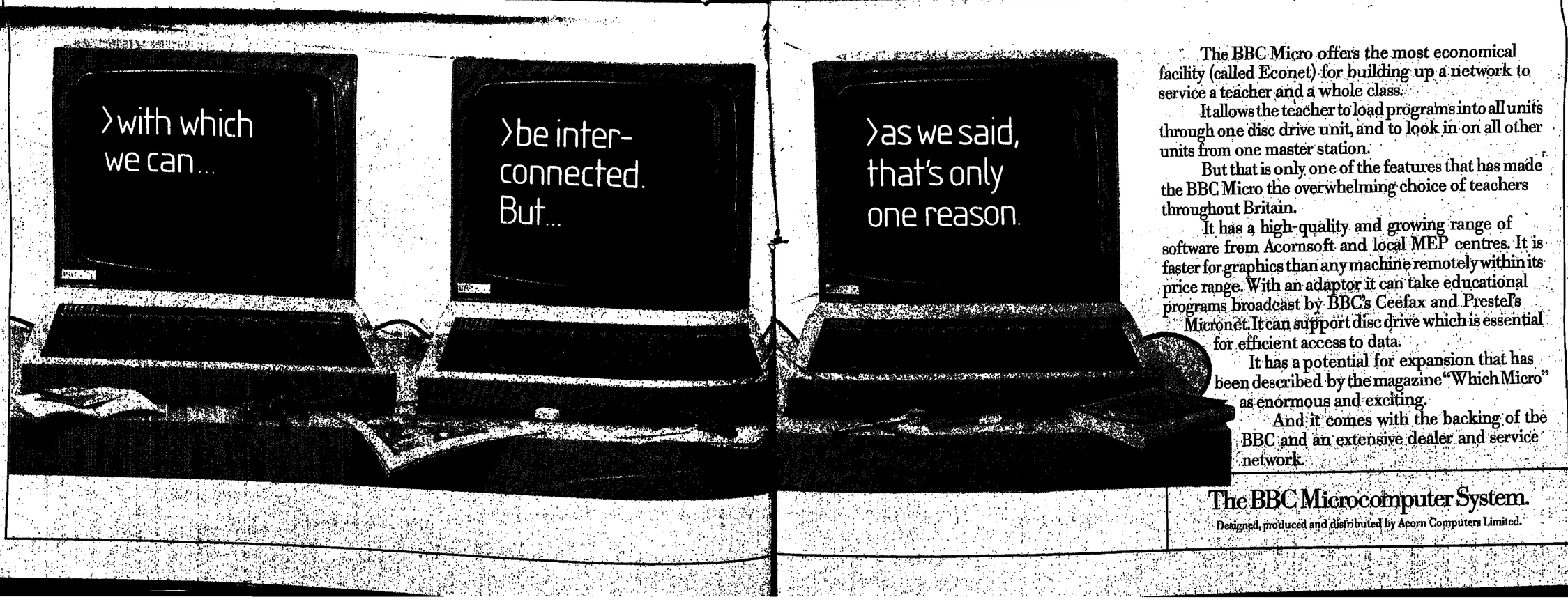
"Of more concern, however, is the fact that those students whose family circumstances prevent them from continuing in full-time education will be forced to join YTS for financial reasons".

It continues: "It is extremely pernicious to face young people with the choice of either being a financial burden on their families or taking a course which offers some financial assistance.

"The inescapable conclusion is that those who, through no fault of their own, are in difficult circumstances, are being encouraged to leave full-time education. It is quite clear that a system of educational maintenance allowances is overdue."

Schools, the MSC and the YTS: a union guide, published by the National Union of Teachers, 50p.





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OVERSEAS

ARGENTINA

Andrew Thompson on British schools in 'enemy' territory.

The British paradox

Despite the Falklands war and the tension remaining between the two antagonists, British schools in Argentina are thriving.

Demand for English education remains high, and barring a few moments of tension, the schools are allowed to get on with the business of teaching.

Most heads, who had television crews banging on their doors last year, seem to fear indiscreet journalists much more than any nationalist backlash.

Many stories are told about the effect of the sovereignty conflict between Britain and Argentina on the schools. One old chestnut is that an Argentine Education Ministry inspector once asked a pupil who the Malvinas (Falklands) belonged to. The answer was "in the morning they are Argentine and in the afternoon they are British".

If this ever did happen – and most teachers think it was made up – it was a pre-war joke. In fact, the subject is only touched in the Argentine syllabus. One veteran teacher said: "In my time certainly, and that goes back 30 years, all school atlases have always described those islands as the Malvinas."

Most schools experienced some kind of small incident during or after the war, such as a threatening telephone call, or in the worst case, a bomb attack (timed to go off in the middle of the night when the school buildings were empty). In general, however, heads dismiss them. During the war the schools had police protection, and teachers praise the efficiency of the local patrols that kept an eye on them.

"People are just more self-conscious about Englishness now but there is no real antagonism towards



Integrated: Martin Garvey, head of St Hilda's in Buenos Aires

There are roughly 80 English schools in the country. The best-established are members of the English-Speaking Scholastic Association of the River Plate (ESSARP), which was set up in the 1920s. ESSARP is now 20-strong, with three of its members across the River Plate in Uruguay.

Its members tend to divide into roughly two types, although the line is beginning to blur. The boarding

papers are now sent off by mail directly to the Cambridge board.

As a group, the English schools are successful for two main reasons.

The first is that most Argentine middle and upper class families know, as one teacher put it, "that the English language is needed at the top of every professional tree".

The second is that the Argentine education system is a half day affair. Mr Garvey, the Anglo-Argentine who

St Paul's in Corbodh, were originally modelled on British public schools, and started out catering for British residents or families in Argentina on short-term business contracts.

The schools in the middle class northern suburbs of Buenos Aires, many of which have very English origins, are now much more geared to day pupils, sent by Argentine families who want their children to learn the English language and culture. St Andrew's is perhaps the largest, with a total of 2,000 pupils, Northlands, for girls, has about 1,000.

Among the ESSARP members are a large number of different schools of varying quality. While some are clearly satisfactory, others are English only by their name and the fact that they teach the language.

"Two years ago, if you wanted to make some money all you had to do was think of a name, put 'St' in front of it, and open for business", one teacher commented.

A third level is formed by the "culturas" the name given to the institutes which specialize in teaching English as a foreign language. There are roughly 50 of these. The closure of the British Council in Argentina has complicated their work marginally, as far as supervision of first certificate and proficiency examinations are concerned. But the "culturas", which are run by local boards of governors, have not really been harmed. Examination

Mr Leech, who came out from England three years ago to take up the headship, and who is also vice-president of ESSARP, estimated that about 40 per cent of his students were of Anglo-Argentine background. This in fact is higher than the average: most British schools are down to around 15 per cent or less. The bulk of the pupils take the Argentine baccalaurate exams, while the remaining 15 per cent concentrate on O and A levels.

According to Mr Leech, one of the gradual changes is that the Anglo-Argentines are speaking less English. "The English community used to be a fairly separate group, but as a result of intermarriage, many of their children speak much more Spanish now. So we are beginning to put an increasing emphasis on TEFL."

At St Hilda's, Mr Garvey agreed. He said 14 per cent of his pupils were of Anglo-Argentine origin, but of those, only half spoke English at home. A small proportion of the pupils who took the "English side" of secondary education went to British universities.

"We had a girl leave our St Hilda's here to go on to St Hilda's College, Oxford, which was quite fun", Mr Garvey said. "You'd expect her to be an Anglo-Argentine, but she is in fact from an Italo-Argentine family." St George's pupils have also gone on to British universities – among them Oxford, Cambridge, and Edinburgh.

But Mr Leech said that the most important cultural link was really with the United States now. "Many students take the Argentine side, go on to an Argentine university, but because of the English they have learnt here, are able to do post-graduate work in US universities", he said. "We also provide the Scholastic Aptitude Tests (SATs) necessary to get into US colleges."

In legal terms, all the schools are really Argentine, as far as ownership and the composition of their boards are concerned. "I am an Argentine and this is an Argentine school", Mr

[illegible] of the Argentine system, official curriculum means official curriculum, entirely run by the Government. The primary schools are controlled by provincial governments, and there is a special federal agency which controls secondary education. Absolutely everything is dictated from on top, in a way which no school in Britain would tolerate."

The local system (up to seventh grade in primary education, then cuiminating in the fifth year baccalaureate in secondary) was established in 1946 and has hardly been touched since. Teachers describe it as ossified, and many parents share this critical view. "No Government has lasted long enough to think seriously about educational reform", Mr Garvey comments.

As a result, the English schools have had a ready-made opportunity. They offer Argentine education in the morning, and fill the afternoons with the teaching of English and other subjects in English. On top of that they throw in sports, extra-curricular activities, and a few other bonuses such as computer training in some schools. The resulting "cocktail" is highly atractive for many parents.

St George's, the most expensive and generally "aristocratic" of the British schools, puts a special emphasis on the "cocktail". It has slightly over 300 pupils. Originally a boys' boarding school, set up in 1898 by an Anglican priest, it now takes girl boarders and day pupils.

All hands to the jobs pump

WEST GERMANY

Anxiety about escalating teacher unemployment in West Germany is prompting all groups concerned to suggest urgent counter measures. This concern was reflected at the highest level recently – West Germany put the subject on the agenda for the European education ministers' meeting in Luxembourg.

The country's largest teachers' union, the GEW, says that more than 30,000 teachers are out of work, and that many of the 586,000 in jobs are only employed part-time. Last year, the union estimates, 40,000 applicants were chasing 10,000 posts. Next September, it says, there are likely to be only 5,000 jobs for anything up to 50,000 applicants, and by 1990 the number of jobless could be anything from 70,000 to 150,000.

The main cause is sharply dropping pupil numbers. Between 1981 and 1982 alone the number of schoolchildren dropped by 500,000. Yet the number of students taking teacher training courses has only gone down a little, from 205,000 in 1981 to 192,000 in 1982.

Official figures for the number of teachers out of work are far lower than the real ones. A large proportion of the jobless are those who have stepped straight from their practical training period to unemployment and since they cannot claim benefit, there is no incentive for them to register as unemployed.

And according to Dr Dieter Wedder, chairman of the GEW, it is also humiliating for a teacher to do so. "It has always been something that teachers just don't do," he said.

There is no question of new jobs being created. Rheinland-Pfalz, a Christian Democrat state, advises would-be student teachers to rethink their plans, and those already engaged in teaching courses to switch to another subject. It has also appealed to businesses to consider employing teachers as specialist instructors.

Two CDU states, Rheinland-Pfalz and Baden-Württemberg, have produced a framework for a "legal initiative", which proposes the extension of a current unpaid leave scheme to those without families. The scheme already operates for those teachers with families who want to take several years' unpaid leave.

Hesse and Hamburg, where the Social Democrats are in power, are suggesting a similar measure plus more part-time work schemes. The two Christian Democrat states are also suggesting retirement at 58.

Both these "legal initiatives" are still with the Bundesrat (Federal Council), and would have to be passed by the Bundestag (Parliament) to become law.

The GEW is seeking a 35-hour week which, Dr Wunder says, would create another 40,000 to 60,000 jobs. He also favours more unpaid leave and part-time work, on a voluntary basis.

It frowns on "jobs on the side" – many teachers supplement their income by working in adult education colleges, and the colleges are dependent on this. Instead, it wants this work to become part of a teacher's compulsory working hours, and the extra teaching time made available used to create more jobs.

Another teachers' union, the DL, which is affiliated to the Civil Service Association, recommends "moral pressure" over supplementary jobs.

Oddly enough, despite the falling rolls and the glut of young teachers, there is still a shortage in some areas, such as music. Sickness and maternity leave are not adequately covered, and lessons are frequently cancelled as a result.

Caroline Just

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Teachers sue in contracts dispute

DENMARK

Legal proceedings have begun on behalf of four British teachers for alleged breach of contract by one of Denmark's biggest privately-run English language schools.

A hearing opened in the Copenhagen City Court brought by the Association of Danish Evening and Youth School Teachers (DAUF) against the Cambridge Institute (Denmark).

The institute has 4,000 pupils and more than 70 teachers, many of them from Britain.

Allegations against the institute centre on the legality of the contracts would-be teachers are required to sign before coming out to Denmark to assume teaching posts with the institute (*TES*, January 15, 1982).

DAUF is handling the case of the four British teachers who are alleged to have signed contracts with the institute and travelled to Denmark at their own expense to find no job, salary, or any compensation, when classes failed to attract sufficient numbers qualifying for registration or having subsidies from local educational authorities.

The institute and the four British teachers maintain that the institute has a contractual obligation to give them work, pay and or compensation.

According to Mr Torben Feraloev Andersen, secretary of DAUF, the institute's legal advisers had requested negotiations on a possible out-of-court settlement of the case before the case resumes on August 30.

Meanwhile Mr Andersen warns potential foreign language teachers against applying for posts with the institute until the case has been heard.

Christopher Follett

OVERSEAS

Private sector swings...

UNITED STATES

Peter David reports on a Supreme Court ruling which has reinforced a controversial tax relief plan.

The Reagan Administration's controversial plan to give tax relief to parents who send their children to private schools received an unexpected shot in the arm from the Supreme Court last week. In a narrow five to four ruling the court ruled that a state law offering tax deductions for educational expenses was constitutional even though most of the benefit went to private parochial schools.

Providing tax benefits to parents with children in private schools has been a long-standing commitment for the Reagan Administration but one which had to surmount a number of obstacles. Although draft legislation introducing tuition tax credits has been warmly supported in the senate, opponents of the measure claim it would amount to the unconstitutional establishment of religion in schools since so many private schools are religious.

Last week's ruling is expected to make it easier to introduce tuition tax credits, although it was sufficiently ambiguous to leave open the possibility that the Reagan scheme will ultimately be thrown out by the Supreme Court.

At issue in the case was whether Minnesota should be allowed to offer tax relief to any parent as a result of educational expenses such as tuition fees or the purchase of essential equipment. In theory, the tax deductions are available to parents who send their children to public (government-funded) schools as well as those who opt for private schools. In practice, the rule has most benefited parents of children attending private schools in the state, most of which are religious. Parents of children at public schools incur very few deductible expenses.

In a majority opinion, however, Judge William Rehnquist said that the law (which has already been in force for 28 years) did not distinguish between public and private or religious and secular schools. He added: "Where, as here, aid to parochial schools is available only as a result of decisions of individual parents, no imprimatur of state approval can be deemed to have been conferred on any particular religion, or on religion generally."

The dissenting opinion, however, argued that the Minnesota law, while apparently neutral, actually benefited religious schools disproportionately. Writing for the four-member minority, Judge Thurgood Marshall said the law was indeed a breach of the First Amendment. He pointed out that the most substantial benefit available under the statute went to parents who sent their children to schools which charged tuition fees.

"The statute is little more than a subsidy of tuition masquerading as a subsidy of general educational expenses. The other deductible expenses are *de minimis* in comparison to tuition expenses," he said.

Because the court is so narrowly split, and because the Minnesota law is substantially different from the proposed legislation introducing tuition tax credits, opponents of the scheme believe the proposal might be struck down as unconstitutional. While the Minnesota law provides for a package of tax deductions to all families, of which education is only a part, the Reagan plan would single out children at fee-paying schools.

Hopes that the Supreme Court would come to a different decision when it considered the Reagan legislation have been fuelled by part of the minority opinion which make it clear that the court stands by an earlier decision, the so-called "Nyquist" decision of 10 years ago. On that occasion, the court cited the First Amendment in striking down a New York statute promising tax relief to private and parochial schools only.

. . . and roundabouts

AUSTRALIA

Andrew Casey on the ministerial trouble in store for Independents.

Senator Susan Ryan, the Federal Minister of Education, has hinted that the first Labor budget due in August will see a big increase in funding for public education and a sharp cut in funding for private schools.

Her anti-private school attitudes have already been shown in appointments she has made to the Commonwealth Schools Commission – the Federal Government's principal advisory body on the funding of schools throughout Australia – including the former public relations officer of the Australian Council of State School Organization, the state school parents' lobby group.

Almost at the same time a nominee of one of the main private schools parents' lobby groups, the Australian Parents' Council, was removed from the commission. The APC represents many, but not all, private school parents' associations, and has had a part-time representative on the commission ever since it was established in the mid-1970s.



Captive minds no more: Children in New South Wales.

But in the March Federal election the parents' council played an active part and many Australian Labor Party people believe they used dirty tactics in deliberately misrepresenting their education policy in an attempt to secure votes for the conservative parties.

In retribution they were dropped from the Commonwealth Schools Commission, but no other representative of private school parents was nominated to replace them.

In an aggressive and spirited defence of public education, Senator Ryan recently told the Queensland Teachers' Union that they should not be bluffed or intimidated by critics who had no evidence to support claims that there had been a decline in educational standards.

She said: "Public education is under attack from those who want to return to what they believe was a golden age in which schools produced students 100 per cent of whom were literate, numerate, obedient and employable.

"The golden age theorists have an unrealistic view of children. Children today are more articulate, better informed, more self-confident and more aware.

"They are not captive minds to be filled with the wisdom of the 1920s."

Senator Ryan told the teacher unionists it was important to ask the question, whose educational standards were better in the past?

"Were the standards better for girls, for whom traditional education implied stereotyped roles and choices?

"The under-representation of women in technical and higher education and in all decision-making positions in public life suggests there was something lacking in traditional standards.

"Were educational standards better for Aboriginal Australians, whose contact with the Australian school system has been disastrous?

"Are the critics referring to the educational standards of migrants, whose cultures and languages were traditionally ignored by schools?

"Are they referring to the educational standards of working class Australians who have traditionally left school with the minimum of education and who have become the unskilled and the poor?"

Euro-schools under fire from Strasbourg MPs

EEC

Craig Anderson on a critical report about the Community's education system.

A thorough review of educational standards, teaching methods and organization within the small number of EEC-funded European schools has been urged in a report unanimously adopted by the education committee of the European Parliament and due to be debated in Strasbourg this week.

A report on the workings of the European schools, which were set up in 1953 to educate the children of Community officials, has been drawn up for the Parliament by Mr Giovanni Papapietro, an Italian Communist. Although supporting general principles underlying the European school network and calling for extra finance for them, the report is critical of the way the individual schools are run.

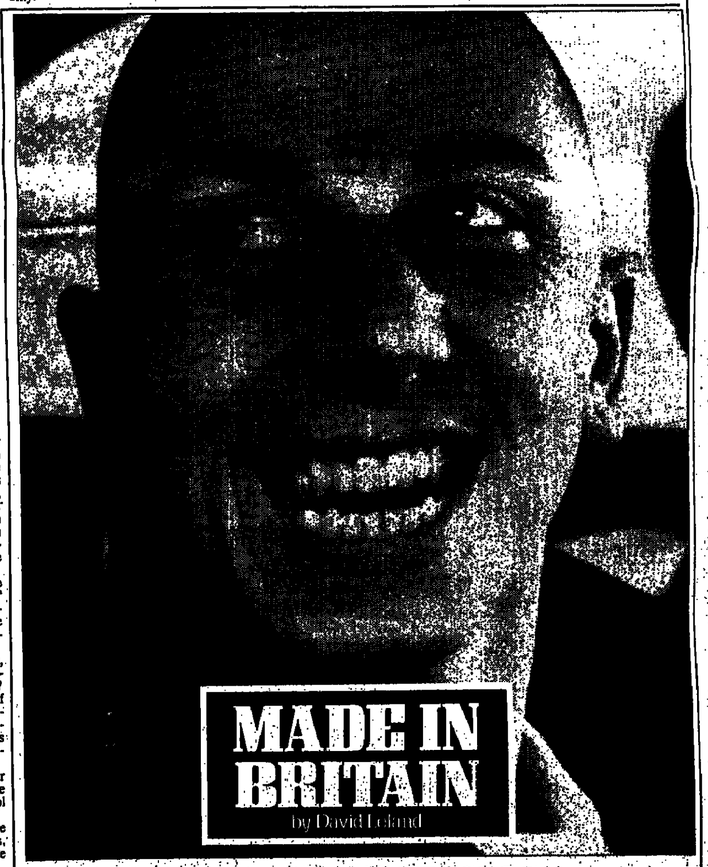
The European Commission is being called upon to review a number of key aspects within the organization of the schools, including language teaching, remedial teaching – particularly at primary level, the introduction of a wider range of examination than the International baccalaureat now offers, the development of special textbooks for European schools, the selection of teachers, and in-service teacher training.

The report points out that the schools represent the only multinational and multilingual school system in the world, and accepts that some of the problems stem directly from this fact. But it recommends nevertheless that the schools should attempt to increase integration with other education systems.

Although the 125-strong Socialist group – the largest political grouping in the Strasbourg Parliament – has backed the report, some of its members are openly opposed to what they see as the elitist nature of the schools.

Mrs Janey Buchan, Labour Euro-MP for Glasgow and a member of the Parliament's education committee, said: "If we look at one of the Brussels schools we will see that the proportion of those entitled to attend and actually attending has fallen by almost 5 per cent in three years.

"That figure alone justifies the call for an inquiry into what is going on. For in any member state such a fall in a school so well provided for in money, equipment and staff would certainly ensure a full inquiry."



LETTERS

Headship ideas too theoretical

Sir – I found "If you want to get a head" (*TES*, June 24) depressingly theoretical in its approach, although sound in its conclusions.

The current practice of promoting administrators away from teaching and into management creates a body of managers in large educational establishments who become remote from the problems and pleasures associated with a day to day teaching load and a regular intimate contact with students and colleagues.

Many managers measure their success in terms of the quantity of paper work successfully processed, the intricacy of their organization control systems or the number of administrative problems averted. Concentration on such activity often deflects attention away from the central human and educational needs of both learners and teachers.

The very personal process of education often requires less structured arrangements to allow for innovation and individual development. So often teachers are forced to fit in to a neat administrative system rather than being served effectively by it.

Any attempt to identify development activities which will contribute to improved management must take into account the need to simplify management procedures, to limit the amount of time that any individual spends on the performance of management tasks and involve staff at all levels in planning and control activity.

The periodic secondment of heads and deputies to full-time teaching in another school would concentrate their attention on the current needs of pupils and teachers.

The regular rotation of management/teaching responsibilities, based on the idea of collective leadership would break through the stockade of isolation which can so easily surround a head. Collective activity recognizes and develops expertise and also gives confidence for the exploration and refinement of new ideas.

Other benefits follow which offset many of the management problems in schools and colleges:

☐ Regular exchange of teaching / management duties serves a training and development function for both the teacher and the manager.
☐ Where the pattern of movement is regular and expected, concern about changes in status diminishes. (Bonus payments could cover periods of additional responsibility.)
☐ Intense pressure is removed from the individual head.
☐ Unsatisfactory or worked-out managers can move to other areas of school or college activity with dignity, while still retaining the opportunity to use specialist knowledge or expertise.

Collective leadership is practised in many educational establishments, but too often the emphasis is placed on movement between equal grade section heads. A more comprehensive rotation of staff would contribute to the provision of a pool of trained and interested managers. Reference to the practices of industry is very relevant here.

JULIA REAY
Shrewsbury
Salop

Great incentive

Sir – How many heads were, like me, extremely irritated by Lynton Gray and Ian Waitt's depiction of them as having, after their appointment, "little incentive (other than survival) to seek training for that position, or to modify behaviour within it".

The incentive, as with other chief executives, is the desire to achieve at an institutional level, and the recognition that the head's management development is a crucial factor in realizing that achievement.

Now, granted some heads are self-centred, self-satisfied, self-indulgent people, who have lost the learning habit (their own that is). But it really is miraculous to witness their finding it again – through rigorous discussion on courses with other heads about how they run their schools.

Such critical engagement, which admittedly requires specialist tutorial support, is the primary medium for management development, and the most trustworthy source of criteria for effective headship.

To dismiss such work, as Gray and Waitt do, as the "educational equivalent of Weight-Watchers" is too hard on heads, whose most frequent motivation is to support each other in pursuing greater personal and organizational effectiveness.

GRAHAM B SMITH
Senior lecturer
Brooklands School of Management
Weybridge, Surrey

Failure to understand what management is about

Sir – Whatever its subject, research usually squashes our simplifications and uncovers complexities, but Lynton Gray and Ian Waitt seem to be making heavy weather in their discussion of educational management ("If you want to get a head").

Much of the reluctance to consider education in managerial terms seems, to this reader, to stem from a misunderstanding of what management is. We do not need to swallow the "whizz kid" myth. Even the business schools have rejected it.

At the risk of seeming to condescend, may I suggest that management is about the mobilization of resources to achieve a specific aim. The principles involved are the same whether the aim is the manufacture of screws or the development of talents. So are the resources – people, money, land, buildings and equipment.

***Some* of our schools cannot manage to get the right number of desks and chairs in the right place at the right time for an O level examination. If a headmaster is unable to find a way of carrying out this simple operation heaven help the school in the face of the more complex issues of motivation and discipline. Failure in the first instance may indeed be a symptom of failure in the other two.**

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Fewer = Worse

Sir – Your comment on the NUT's attitude to the White Paper *Teaching Quality* (*TES*, June 24) misses our fundamental objection which is to Sir Keith Joseph's assumption that a contraction of the teaching force will necessarily lead to an improvement in the quality of teaching.

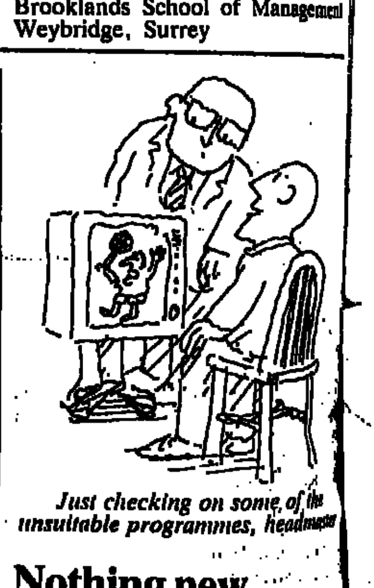
The methods to bring about this contraction are likely to work in the opposite direction: [illegible] mean that a school staff is less stable; compulsory re-deployment forces teachers to move against their will, hardly a recommendation to teach better; redundancy leaves gaping holes in the staffing structures, with disastrous results on curriculum coverage; early retirement alone opens the way for the appointment of new teachers, but only if staffing establishments allow this.

The failure of the White Paper to face up to the need for additional resources is its fatal flaw. How can induction programmes and in-service training take place within a school unless someone takes a probationer's class while she watches an experienced teacher, or the latter's class while he sees the probationer perform?

At the same time how can established teachers be released from already overloaded timetables unless someone else takes their lessons?

[illegible] the NUT's criticisms come from those who actually teach in schools every day; talking to them, instead of prescribing from Elizabeth House, might yet yield better results.

WALTER ROY
Chairman
NUT Education Committee
Hamilton House
London WC1



Just checking on some of the unsuitable programmes, headmaster

Nothing new

Sir – The *TES* review of the DES report Popular TV and Schoolchildren (June 24) seems to be of the kind which is more fun to write than to read. What struck me about the report was not that a group of non-specialist teachers had failed to come up with anything new, but that a document emanating from the DES should recommend that "all teachers should be involved in examining and discussing television programmes with young people".

To attack the bibliography (described as "lamentably exiguous) for "its predictable BFI left-wing coloration" is to aim wide of the mark. It would be more constructive for *The TES* to discuss how the educational system can assist children's critical understanding of television.

Media studies work in this region has shown that demand from teachers is overwhelming. The demand has been partly met with assistance from BFI Education.

TIM CORNISH
Film and Television Officer
South East Arts
9–10 Crescent Road
Tunbridge Wells
Kent

Databank threat

Sir – As was to be expected, the Government has already reintroduced the Data Protection Bill which fell at the election. Its implications for schools are considerable, and hardly affected by the minor improvements now introduced.

The Bill sets up a register of computer files containing personal data. Schools which use computers to compile timetables, record their pupils' home addresses, exam entries or marks, must expect to register such activities, pay the appropriate fees and reregister from time to time. Whether such files contain sufficiently "sensitive" data to justify the bureaucratic procedures is a very open question – but the Government is unlikely to give way on the principle of registering nearly everyone in sight so as to be sure of catching the few malingerers.

But there are other implications. Every owner of a small computer who uses it to handle "personal data" which goes beyond the "management of his personal, family or household affairs" is a "data user" and required to register. If he allows someone else to use his machine for processing personal data he "carries on a computer bureau" and must also register as such. Schools are encouraged to allow their pupils to become accustomed to computers. An obvious and simple project for pupils is to calculate the batting and bowling averages of the school teams. That is hardly the management of personal or family affairs if the child is not in the team, so it is a registerable activity.

Now what happens if the child is inspired by this class project and decides to have a go at home on his personal £40 ZX81? He will commit an offence if he does not register as a data user – probably involving costs not far off that of the computer. Furthermore, if he lends his machine to a friend to calculate the averages for the village club, he is also a computer bureau and that requires separate registration. The Bill's mills of registration are designed to grind exceeding small.

Another feature of the Bill requires clarification. The civil servants concerned have so far evaded the question whether registration is intended to extend only to proprietors of data bases, or as, the relevant clause appears to say, to the keyboard operator who is surely the "person" who "controls the contents and use of the data", as it is the driver not the passenger who controls the speed and direction of a taxi. If the latter interpretation is correct, then schools would be wise to register all their pupils to be sure of avoiding unwitting offences.

A SANDISON
93 Ridgmount Gardens
London WC1

Papers next

Sir – Following the recent report commissioned by the DES on how television-viewing may affect children, especially in the portrayal of adult attitudes, may we now expect a similar report on the medium of the weekday and Sunday newspapers?

A newspaper may be freely purchased; it is normally about the house all day; and it is frequently delivered (or purveyed) early in the morning by impressionable young boys and girls.

STANLEY ALDERSON
7 Highfield Avenue
Cambridge

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

LETTERS

Misreading YTR promotion on training scheme

Sir – It seems to me that Mark Jackson in his provocative piece, "Leaflet in 'free labour' lure to the employers" (*TES*, June 24) is merely exploiting the small print of the leaflet put out by the Youth Training Resources company as part of their perfectly reasonable YTS marketing operation.



● From *The TES* June 24

I am particularly pleased to see that Mr Jackson does, in fact, admit that the offending leaflet *seems* to suggest that YTR is saying that employers can use trainees as "free labour without themselves having to train them on the job". Whilst I would accept that the wording of the document is possibly misleading on the aspect of an employer's responsibility to provide on-the-job training, surely this feature of a trainee's programme is automatically implicit in the agreement between YTR (the managing agent) and the employer sponsor.

In view of Mark Jackson's own comment that YTR has "won a considerable reputation for high-quality training" in its pilot scheme I am surprised he seems to need this point spelling out.

Could it be that Mr Jackson is deliberately misreading the wording of the leaflet? What it says is that employers will get the use of a "pair of hands free of staff costs" which I take to mean that YTR – as the managing agency – will assume overall responsibility for all operational expenditure.

Frankly, I consider that Mr Jackson's suggestion that YTR are out to make profit out of YTS to be highly irresponsible. For the Youth Training Scheme to succeed it must be organized and run on business principles which – quite simply – it will need to be a cost-effective operation. If it is not then the managing structure will fail and the smaller employer will probably have to pull out of YTS which – evidently – will be at the expense of the youngsters themselves.

A final point on the count of quality on the training programmes. The MSC has specified clear criteria in this area and appropriate monitoring mechanisms have been built into YTS to ensure that standards are reached and maintained. In this connexion the MSC are establishing some 55 accredited training centres throughout the UK which will provide the trainers with expert advice and support. If, however, at the end of the day a managing agent fails to deliver a quality training programme, then his YTS contract with the MSC will be terminated. I am confident that Youth Training Resources will meet the mark whatever doubts Mr Jackson may think he has about the quality of their product.

BILL BONNEN
Special Programmes Unit
Confederation of British Industry
Slewins Close
Hornchurch
Essex

Mark Jackson writes:

1. The reference to "a pair of hands free of staff costs" was not hidden away in the leaflet;
2. It is difficult to see why employers should be told they are relieved of all obligation for training if there is to be an implicit agreement to the contrary;
3. YTR is not a charity or a non-profit-making organization. There is nothing irresponsible in pointing this out; and
4. The news item was about YTR's marketing approach – which Mr Bonnen accepts is misleading – not their acknowledged reputation as trainers.

Seen in class

Sir – Angela Anning's article "The Three Year Itch" (*TES*, June 24) was a candid feature, concerning the disillusionment of primary heads after a couple of years in their first appointment.

Most headteachers initially viewing the challenge must feel "the illusion that at some point you will reach a finishing line and triumph". Firstly, they make the superficial changes (revamping the school and its resources) and then they meet the "real challenge" of improving the quality of teaching.

It is with this second role that I am concerned. It is a shame that quality teachers, who become deputy heads and the headteachers in our primary schools, have to leave the classroom.

If our primary schools were to employ full-time, well-trained educational secretaries, headteachers would no longer have to perform juggling acts to fit group activities and class activities between administrative duties. Headteachers could then work closer with their staff and share their ideas and teaching expertise. We will always need headteachers, but I feel we need them literally next to us.

As most deputy heads in primary schools do take classes it would be a tremendous boost for headteachers also to have this responsibility. This, in turn, would lead to deputies and heads working closer together and there would have to be more delegation of responsibilities among the scale post holders.

Angela Anning pinpointed the real role of the head in her article and she relayed the problems of getting to grips with good practice in the classroom. I suggest that with heads working even closer like this with their staff this might lead to an easier route.

HELEN BUCHANAN
70 Chomlea Manor
Claremont Rd
Salford

In the wrong department

Sir – I am sure Angela Anning is right about the difficulties of making real rather than superficial changes in classroom practice. She is not right in thinking that the Cambridge Institute of Education is a university department. There is a Cambridge University Department of Education. I have been a student of both, and they are different.

KATE SOAR
89 de Freville Avenue
Cambridge

Sex bias in jobs

Sir – The issue of sex discrimination in our education system has finally come out into the open with the controversy over the appointment of Mrs Gloria Peach to the headship of Blewbury School (*TES*, June 24).

Women have for years known that such discrimination existed (hence the discrepancy between the number of women teachers and the number of women heads). However, I used to think the problem was "men appointing men". I now know that it is, in fact, women who perpetuate the myth that men must be superior simply because they are men.

The issues raised by Blewbury School are, however, much wider than sex discrimination. They leave me feeling distinctly doubtful about the ability of governors and especially parent governors, to select, objectively, the most able candidate. This could be carried a step further, whereby various age groups or job responsibilities could be labelled "infant teacher, must have a woman", or "science teacher, must have a man".

Fears deepened, when one looked at the reasons for wanting a man head. Were they based on sound educational principles? No, simply on the need to have a surrogate father. If mothers feel their child needs a father figure may I suggest they themselves find one and not expect the education system to provide one.

I have recently been involved in applying for teaching vacancies where it has been known previously that a "man was wanted", any man, quality being largely irrelevant, and, of course, a man was appointed. Three cheers to the chairman of governors at Blewbury School for having the integrity and courage to appoint the best *person* for the job of educating the children in the school.

I BEEVER
14 Evenlode Close
Charlbury
Oxfordshire

Wide benefits

Sir – Martin George (*TES*, June 24, page 20) is very kind about our "brand" of home economics and I am all in favour of workshop experience for girls, for many reasons. It might even tip the balance in employers' minds. But the benefits we find from this kind of home economics are of a wider-ranging and more basic kind, developing confidence, learning skills and ability to think, which all help much more effectively with job opportunity. All areas of craft, design and technology can do this, but each contributes also its own specialities. Home economics can interest girls in science (the problem described on page 5 of the same issue) as long as we select science concepts that are really simple and sound, and make sure that pupils immediately use each one to solve a genuine problem.

IRENE FINCH
67a Wallwood Road
London E11 1AY



Half the children are on illegal sites and are continually moved on.

Caravan sites

Sir – You write that the HMI report on gypsy children blames some authorities for failing to encourage parents to send their children to school. You do not mention that the same authorities have not complied with the 1968 Caravan Sites Act which requires them to provide caravan sites for gypsies and that they send bailiffs in the early morning to evict the families from their unofficial stopping places.

The Department of the Environment no longer sends us twice a year the gypsy census figures "as an economy measure" but our own surveys show that half the children are on illegal sites and continually being moved on. This explains the fact that only half the children of primary school age attend school.

The lower figure for secondary children is because they find they can learn more interesting things on the site than at school and also be trained by their parents to earn a living – which in the present situation the education system cannot guarantee.

DR DONALD KENRICK
President
National Gypsy Education Council
61 Blenheim Crescent
London W11

Equal ability

Sir – The article, *Girls Losing out on Six Counts*", by Hilary Wilce (*TES* June 10) tells of Mrs Maureen Cruickshank's account of how girls are adversely affected in secondary schools. Many of Mrs Cruickshank's points are doubtless valid, and it is deplorable that all girls and boys do not enjoy equal educational opportunity. However, the "final problem" – women teachers' failure to be promoted as rapidly as men – is surely not a question of equal opportunity at all, but of equal ability to do a specific job.

For, if a male teacher had childcare commitments, or needed to move with his wife's job, or were diffident about applying for senior posts, then these would be genuine reasons for not promoting him: such factors would probably impair his performance, unless outstanding ability outweighed his disadvantaged personal circumstances. Therefore, it is dishonest to suggest that these disadvantages should be ignored in the interests of equal opportunity. It is only fair that they are taken into account.

Of course, my argument is conditional: ". . . if a male teacher". Why most male teachers are not so encumbered (from a career point of view) by childcare commitments, or by moving with their wife's job, or by feelings of diffidence, is another question. No doubt I shall shortly have the pleasure of reading why they should be.

JAMES SALE
21 Wolseley Road
Southampton

Question of science

Sir – One must assume that the flight from physical science on the part of many girls is either not in their own long-term interests or else not in the interests of the community; otherwise, why all the fuss?

If it is indeed a problem for which a solution must be found, then is this perhaps a case of, "Ask a silly question . . ."? At the age of 13, how many of us were capable of giving sound answers to a battery of questions of the type, "Do you wish to study physics?"

If we ask our pupils "How much time do you wish to spend on science?" (giving a choice between, say four periods per week and eight), with guidance, they can give intelligent answers and we can give them a balanced education.

In a typical year at Arden, for example, 94 per cent of boys opted to sit a physics exam (GCE or CSE) and 74 per cent of girls did likewise. By altering the questions asked, the flight from physical science on the part of girls has been reduced to a gentle flutter of wings.

PETER FULCHER
Head of science
Arden School
Knowle
Solihull

Wrong age

Sir – Although your article on Florida sixth-graders who passed tests failed by trainee teachers was of considerable interest (*TES*, June 17) I fear you missed the point: Sixth-graders in America are not high school students – as in your accompanying picture. They are the top class in American primary schools.

J A FELD
17 Wentworth Road
London NW11

Study skills request

Mrs J Chaubey of Mark Hall School, 1st Avenue, Harlow, Essex, would like to hear from schools which have introduced a study skills programme. She would be grateful for information on materials which have proved useful and would welcome the opportunity to visit a school already running a study skills scheme.

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TALKBACK

Inspectors inspected

GRAHAM STODD

The publication of the reports of Her Majesty's Inspectorate is part of the general move towards public accountability, which was started in the Great Debate of the 1970s. So far this year, nearly 50 reports have been produced and it may be appropriate to take a critical look at the series as a whole. The reports cover the whole spectrum of the educational scene from infant schools to polytechnics, from inner city to rural schools, from state schools to preparatory and independent schools. In addition, there are reports on a prison education department and a borstal, as well as specialist investigations into such topics as 16 to 19 provision, foreign language assistants and school art departments.

Many of the reports are very short, being less than 20 A5 pages, although others run to 50 A4 sides. They are clearly written, usually starting with a general introduction to the institution and finishing with a concluding summary. Something of their flavour can be gained from the following extracts:

"Staff . . . will need to work under the leadership of the head to improve and develop present practices in the school."

". . . impresses the visitor as a very healthy institution characterized by good relationships and an atmosphere of commitment and concern."

"Fundamental decisions relating to management and organization need to be taken."

The reports as a whole give an impression of astute but sympathetic probing and, although they can be critical, it is usually constructive and supportive:

". . . the headmistress and staff, who have faced the difficulties bravely and continue to show the collective will to rise above them."

They should, therefore, enable teachers, governing bodies, administrators and parents to join together in the continuing development of the institutions which have been inspected.

The series will prove to be a valuable addition to many libraries and many students following initial courses of teacher training, could well read them with profit; students following in-service courses would find them invaluable in broadening their professional perspective; and researchers will undoubtedly find the statistical appendices extremely useful.

At present, there is a lack of uniformity in the presentation of the reports and, while this does not affect the quality of individual reports, it does detract from the value of the series as a whole. All of the reports make use of sub-headings concerned with such things as organization, curriculum and staffing standards, and it would help if these headings could be standardized across the majority of reports. Similarly, there is unevenness in the amount of statistical analysis in the appendices to the reports and there is a strong case for standardizing and extending this.

Appendices covering pupil data, curriculum analysis, staffing analysis, examination results, destination of leavers, analysis of school day and a plan of buildings would all be valuable.



Graham Stodd is a senior lecturer in education at the West Sussex Institute of Higher Education (Bishop Otter College).

Apprentice masters

BERNARD BLAIN

I was interested to read the article, "Dole Schools", by John Horne (*TES*, June 17). It might not be universally known that during the immediate post Second World War years a scheme was set up to provide apprenticeships [illegible] basis.

Initially, apprentices were indentured to an "apprentice master", a local builder responsible for the organization and running of the scheme. The work provided was local authority house building, which catered for the full range of crafts and gave a thorough basic training. In addition, technical training was provided at local technical colleges on a day-release basis.

Work gangs usually comprised of six apprentices and one instructor, with the work rota changing periodically, ensuring that the apprentices received variety of work and experience.

The number of apprentices employed in this way was kept to a level sufficient to form a practical workforce, and youths were employed on the local authority sites until transfer to a permanent employer was arranged.

[illegible] a strong sense of belonging which still exists 30 years later.

Craftsmen I interviewed were proud of this association and recommended that the scheme should be reintroduced for training the youth of today. Similar sentiments were expressed by employers, surveyors, clerks of works, foremen and lecturers, all of whom had had some experience of this scheme.

The reason given for the discontinuation of the scheme was that the cost of the completed houses was too high compared with the cost of similar houses built by craftsmen. But the extra cost appears to have been money well spent when the quality of training and the increase in trained craftsmen are considered. Youths participating in this scheme were employed for the full apprenticeship period, which at that time was five years. What will happen to those youngsters who com-

Since the cessation of the Apprentice Master Scheme in the mid 1950s, some people have suggested that apprentices should be indentured to the industry rather than to a firm. Could there be a more opportune period than the present?

Bernard Blain is Head of the Department of Construction at Llanelli Technical College

Birch of a nation

TOM SCOTT

Lawrence Norcross's predictable denunciation of *Birth Of A Nation* (*TES*, June 24) tells us more about the reviewer than the film. A film that asks fundamental questions about our education system is evidently viewed with disfavour by someone who not only succeeded Rhodes Boyson, the erstwhile minister for schools, as head of Highbury Grove, but also has similar views on educational matters.

Although there are a number of "messages" in this film, Norcross's mistake is to assume that the ideas and attitudes to which he objects are necessarily those to which David Leland subscribes. Thus Norcross asks: "Is Leland seriously suggesting that it is schools which are responsible for unemployment?" Answering his rhetorical question, he accuses Leland of blaming "schools for a situation over which they have absolutely no control".

Of course Leland is not blaming schools for unemployment. But youngsters on the dole need a scapegoat, and for many the school they attended will do very well. Thus the unemployed girl gives her exam certificates to her former headmaster and tells him "to push them up your arse". It is silly to assume that we are being asked to conclude from this scene that Leland agrees with every word the girl utters, and that the film's "message" is that schools are responsible for unemployment. Indeed, during this scene there is a sympathetic portrayal of the headmaster who conducts himself with dignity in the face of an onslaught that many will regard as unfair, though understandable.

On the subject of corporal punishment, the only point Norcross seems to have grasped from the film is that "to punish talking in class with the same severity as extortion is morally [illegible] dispute that?" Presumably the teachers who beat children for talking in class and other peccadillos such as "being late", "dropping a pencil" and "being a nuisance".

The cane was, of course, regularly wielded at Highbury Grove until the Inner London Education Authority banned its use. Perhaps, therefore, it is unsurprising that Norcross has failed to grasp the two most important points that the film makes:

1 Violence breeds violence: the film concentrates largely on the deputy head who beats "gently" rather than his colleague who takes a run-up. It is, therefore, ludicrous for Norcross to claim that the case against child-beating is presented "polemically and partially, if somewhat crudely and superficially". In fact, the one brutal beating may have left some viewers with mixed feelings, precisely because the victim is a boy caught bullying. But observant viewers will have noted that the boy takes his revenge by dropping jars of acid on the deputy head. The boy then escapes, undetected. His beating has clearly taught him a lesson, but not the one intended. He has learnt that if you use violence, don't get caught, and make sure you violence is superior to your opponent's.

2 Child-beating has sexual dangers: few advocates of beating are prepared to face up to the fact that the existence of corporal punishment in schools can lead to the development of sado-masochistic tendencies. In *Birth of a Nation*, Tom Twentyman shows the headmaster a magazine called *Swish*. He tells him: "This is a spanking magazine. It caters for people who derive sexual excitement from caning and spanking . . . we're a spanking school, why not show them (the pupils)? Avail them of the fringe benefits."

The existence of corporal punishment has already resulted in a number of demonstrations and near-riots in recent years. Perhaps the most important message of Leland's film is that violence on a scale never before seen in Britain's schools could erupt unless schools change their ways – and that includes banning child-beating.

Tom Scott is education secretary of the Society of Teachers Opposed to Physical Punishment.

Not enough cooks?

TONY GOOD

In recent years the number of teacher training departments offering home economics as a main subject areas has declined. At the same time the nature of what is offered in home economics courses has changed. The traditional package which, amongst other things, prepared students to teach what many heads persist in calling cookery and needlework has been replaced by separate home economics and needlework courses designed to prepare students to teach only one of the traditional subjects.

In addition the content of these subject areas has undergone change. Now, academically rigorous courses in home economics place greater emphasis upon scientific and sociological aspects and correspondingly less on developing skills required in the successful teaching of practical cookery.

Home economics has also embraced areas such as health education and child care in preference to traditional needlework, now transformed and incorporated in subject fields such as art and design or dress and textiles.

In a period when many secondary schools are experiencing the effects of falling rolls, heads, in an effort to protect curriculum breadth, often seek to appoint staff who are competent to teach more than one school subject. My analysis of posts advertised in *The TES* in 1981 and 1982 clearly demonstrates that a majority of heads were looking for competence in more than home economics or needlework. In 1981, 61 per cent and in 1982 57 per cent of home economics posts advertised required teachers to offer a second teaching subject which in the majority of cases, 61 per cent (65 per cent in 1982) was needlework/needlecraft or dress and design/dress and textiles.

Similarly, newly qualified teachers who could offer only needlework/needlecraft or dress and design/dress and textiles appeared poorly prepared to compete in a job market where 69 per cent in 1981 and 66 per cent in 1982 of advertisements in this curriculum area required a second subject. Three quarters of these specified home economics, cookery or domestic science as a second teaching subject.

In view of this, I suggest that those who are responsible for initial teacher training should seriously consider devising separate home economics and needlework/dress and textiles courses which will also prepare students to teach the element which traditionally complement the main subject.

If we accept the recent HMI discussion paper, *Teaching in Schools: The Content of Initial Training (HMSO, 1983)*, then initial training programmes should concentrate in equipping beginning teachers with a strong knowledge base in the subjects they will teach and sufficient professional skill and confidence to perform confidently as teachers. In addition, I suggest that teacher training departments should heed what many heads in schools state they require of beginning teachers rather than assume that lecturers and advisers necessarily know what schools need.

This is not to deny the importance of introducing fresh ideas into the teaching of home economics and needlework/dress and textiles. But the beginning teacher is not the ideal medium and the development of these subjects is more properly the role of experienced practising teachers, in conjunction with college lecturers and i.e.a. advisers.

In my view, to send beginning teachers into schools as agents of change, inadequately equipped to meet satisfactorily the immediate exacting demands of their first posts, does a disservice to new teachers and schools and, incidentally, does nothing to dispel images of arrogant teacher trainers from the minds of practising teachers.

Tony Good is senior lecturer in education at Bradford and Ilkley College.

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TES 8/7/83

FEATURES

Your life in your hands

Susan Thomas takes a course in assertiveness to find out how to influence people and put friends in their place

It was small as workshops go, Anna said; eight of us in the high green room. Educated, articulate, professional, and mostly at turning points in our lives – we were looking for help with our lovers, our mothers, our bosses, with decisions about careers or babies, security or creativity. But you couldn't tell that by looking.

The Pellin assertiveness training workshops, as advertised in Spare Rib (separate sessions for men) cost £35 for a non-residential, bring-your-own-food weekend. They are demanding and exhausting but if you get your timing right, they can be revealing, constructive, encouraging.

We worked from 7 to 10 on Friday, 10 to 10 on Saturday and 10 to 4 on Sunday.

"We'll start with a round – introducing ourselves in any way we think fit," said Anna, our mentor, "talk a bit about ourselves, what brought us here this weekend, how we feel about it". So we did. Some producing neat frameworks of job and family, the others talking in abstractions seemed more aware, accomplished.

"Think about what was said and what was left unsaid," Anna prompted. Then she laid the "ground rules" for the weekend – no drink or drugs – no touching in anger – the right to say "No" – complete confidentiality.

Next we listed our aspirations, both the possible – apply for that job, tell my mother I can make my own decisions and my boss his attitude is irrational – and the wildly improbable – write a best seller! Then we talked about the times when we need to be more assertive.

We did this with a partner whose role was to listen, silently, encouragingly and absolutely, while we explored the problem. Anna stressed that we should not interrupt, even to agree.

I paired with Jo. Thin, attractive, she had catapulted herself out of degree finals and into the workshop. She was tense, her face ashen and her eyes smudged grey with exhaustion. She overran her time and I let her. When it was my turn she interrupted. I told myself it didn't matter but when we came to recall the event I could only remember her part of it. Moral: kindly doormats lose out.

We finished that evening with a round of "fears". In turn we confronted three members of the group and named a quality we saw in each which could intimidate us if we allowed it to. Jo's intellect. Beth's perception. Pat's experience of pain. Dierdre's social poise. Anna's professional expertise. My self assurance. As I drove home I felt concerned that my superficial self-confidence could intimidate.

On the Saturday we looked at our role models and the lessons in assertiveness that we had learned from our parents. I worked with Beth, a community worker with soft Celtic features and troubled eyes. We took it in turns to assume the role of the listening parents. "Now you can talk to them," said Anna. "They've got to listen, they can't answer back." I found it very painful, talking to two dead people, finally saying the things I had never hinted at when they were alive. After 10 minutes I was wet eyed and ready to stop. But I knew why I find raised male voices and family rows so hard to deal with.

At intervals we stopped, poured mugs of coffee down our throats and small-talked as if our lives depended on it.

That morning we did our first pieces of individual work. It was my first experience of what Pat called "all this hopping about between chairs". And it was extraordinary.

Ros started, with a dream. Now Ros appears bouncy and self assured. But she had dreamed that she had an appointment with an important client and arrived at work in her pyjamas to find the place full of people, piled high with boxes and the woman she worked with "swanning around in her dressing gown enjoying herself". No matter how she tried she couldn't get things organized.

"Give the boxes a voice," said Anna and closing her eyes, Ros effortlessly spoke for the disparate elements of the dream. "We're the boxes. There are lots of us, just lying around. We're of no importance. Nobody notices us except Ros."

"I'm Ros. I'm upset. All these people shouldn't be here. They seem to be enjoying themselves but they're in the way. I want to tidy up the boxes and then get dressed but I'm not managing anything."

"We're the people. We're perfectly happy. We can't see what she's worrying about. She never even asked us what we're doing or if we'd help."

"Now," said Anna "there's the tense, anxious part of you, sitting in the empty chair opposite. Talk to her." And she did. The happy, confident Ros talked to Ros the worrier and then they changed places. In quite a different tone of voice the hidden Ros put her point of view. After a while Ros the worrier was tearfully recognizing that it was possible to do her job well and still have fun.

"Do a round and tell each of us how you could help us and still be relaxed about it," Anna directed.

Each session ended like that, with a positive action involving the whole group. Sometimes the round itself was the most difficult part. As we progressed round the circle we ran out of easy options and had to dredge more deeply to suggest solutions.

That afternoon we chose a recent incident which we had handled badly and worked on it with role play. The critics of "assertiveness courses for bossy women" would have been surprised.

In my group one woman tried to tell her lover how she felt about his lateness on "the single most important day in my life" without embarking on yet another row. A second looked for ways to tell a good friend that, though she dearly wanted to hear her news, she felt too tired to start doing so at midnight. I rehearsed better ways of dealing with a reneging employer when I had all the cards on my side and was still losing all the tricks.

First we played it how it was. Then we discussed what could have been done better. (Get in early – don't let the situation develop – say positive things – express your own feelings.) Then we played it how it could have been. And finally did it again to reinforce it.

I learnt to take my time. To be positive, not defensive. Not to qualify my statements when we both knew what I was talking about.

"How does that feel." asked Anna.

"Much better. It's a shame I can't rehearse all the difficult ones first."

"But you can" she said. "Rehearse it in front of a mirror. Jot down the points before you start. Take your time." I will.

Before the workshop finished everybody did some individual work. Sometimes the people who confronted each other in the two chairs were extraordinarily vivid.

One woman asked her mother for help – "Can I come and stay in bed for a few days," she asked and "Tell me what to do about my lover." But when she sat in her mother's chair she could not, or would not remember what had been said. "She wants to be treated like a small child – she wants me to make her decisions for her," was the best she could manage. That one was unresolved.

The astonishingly beautiful Dierdre, who hid her feelings behind a glittering social poise and breathless rationalizing, quite literally let her hair down and talked about her feelings of hurt when her family failed to support her through a teenage crisis. Vanessa, a cool, Jaeger pre-Raphaelite, came back all *alfresco* on the Sunday having "woken up, for the first time in months, not feeling tired. And so affectionate that I dropped in to see my parents on the way home. They were very surprised."

Her round was of ways in which she could allow her passionate nature to express itself in her work, in good causes, and in her social life.

We did some theoretical work too. We looked at the emotional pendulum which plays such havoc with our lives with its self destructive love, dangerous and risk-taking highs. Use the balanced, constructive middle sector, said Anna.

But I found the theory of motivation more interesting. Lows and highs I know all too well – vanity, rejection and hostility were new to me. Early rejection, said Anna, leads us to find solace in other people's gratitude. Thus we become carers. Vanity is learned when only achievements bring recognition and we become performers. Hostility stems from deprivation – of love, security, material things, respect. And we compensate by demanding love, power, possessions. We need to realize that all three are present in each of us, said Anna, and that unless we recognize their separate needs, we cannot be at one with ourselves. It is no more "good" to be a carer than a performer.

Had we come to the nub of the problem? Five of the eight were "carers" and four were having problems coping with their need to be creative and satisfy the demands of vanity, while knowing that a socially useful job was "better".

So what did we all learn? Perhaps to relax, value ourselves more and take our time about things. I stopped feeling bad about giving up a "good, caring job" for an ego-boosting creative one. Several of the others went away looking purposeful and talking about doing an advanced assertiveness course in a few months time "just to reinforce it".

Only Jo, poor tired Jo, had found it a waste of time, demanding too much self-discipline when "all I should have been doing this weekend was lie in the garden with a book". She found Anna "too like my own mother – putting me down all the time", and though she contributed constructively to the rounds, couldn't bring herself to work on her own account. Perched on her wicker chair like a rebellious fledgling, she announced on the Sunday that "all too late I realize that I've chosen the wrong time in my life to do a serious workshop".

The very next day I tackled the garage about their relaxed attitude to my car's ailments; the day after that I recemented a valued friendship and stood up to a wiley superior. When I told a friend how I explained that I couldn't cancel long-standing arrangements at a month's notice, he was very impressed, "Bloody hell" he said, "X must have been shaken rigid. Nobody's ever done that to him before!"

I wouldn't suggest that the workshop was the answer to life, the universe and everything but it was certainly a start.

More information about the Pellin Centre from Anne Farrow, The Pellin Centre, 43 Killyon Road, London SW8.

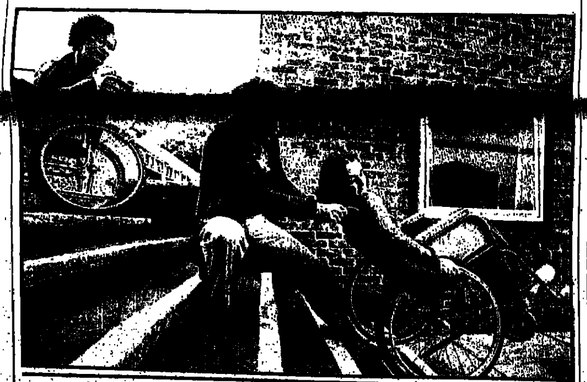


Admissions of failure

Judith Schwartz says the disabled are not granted the same right to fail as other students in British colleges



Overcoming the physical and social barriers to advanced study





In California I am responsible for providing support services to the 500 adults with disabilities attending a further education college of 20,000 students. California, indeed the entire United States, has been integrating students with disabilities into mainstream education wherever possible since 1972. Ten months ago I came to England on a Rotary International fellowship to compare attitudes and services in Great Britain and found a different picture.

One university in the south of England which accommodates a small number of students with disabilities is typical of what I found here. I was surprised and disappointed to learn that students with disabilities are being denied admission on the basis of medical judgments, because of difficulties with physical access or because they are not allowed the same right to fail as other students.

I do not believe members of the admissions committee intend to discriminate unfairly against the disabled. They are acting compassionately but very naively and seem unaware that they have designed an admissions policy that seriously limits the opportunities of all but the very able disabled.

At this university, medical personnel on the admissions committee are asked to judge whether a young adult could cope with the physical and emotional stress of going to university. They are asked to look at lengthy medical files to predict whether a student is likely to drop out for medical treatment.

Doctors and nurses are trained to handle medical problems. I know of no course work in medical school that deals with educating the disabled. What matters in a classroom is not the textbook definition of *spina bifida* or cerebral palsy, but how a particular student functions.

Functional limitations, not medical diagnoses, are what count, and these can only be assessed through observation and trial and error. They cannot be determined by an admissions team reading documents.

Needless to say, no such questions are asked of able bodied students who are just as likely to leave college, if not for health reasons, then for some other reason which could not be foreseen. Why, then, this "special" treatment for the student who is disabled? Certainly the members of the admissions committee are trying to protect students from injuring their health, or from attempting something beyond their capability, either physically, emotionally, or intellectually. But are they qualified to make such determinations?

California now has over 60,000 students with disabilities in further education colleges and in universities. We have seen how dramatically these students change when they are motivated by studying with able bodied peers, or by fulfilling a lifelong dream of attaining a higher degree. Despite the severity of their disabilities, admissions records prove that their drop-out rate is significantly lower than that of their able bodied peers.

Many of these students were advised by well-meaning counsellors and teachers that they could not possibly succeed in college. Fortunately, it is illegal to discriminate against college entrants in the United States on the grounds of disability and many were able to prove these experts wrong. That is not yet possible in England as long as admissions committees can deny a student entrance to higher education on medical grounds.

When a student with a mobility impairment applies to this university, admission depends on whether or not the courses he or she wants are conducted in rooms that are accessible. If a course is not offered on the ground floor, or if there is not a lift in the building, or if the university is not willing to build a ramp, the prospective student is immediately eliminated. This could not occur in the United States. Anti-discrimination legislation requires that all programmes be accessible.

At first this sounds impossibly costly, but this is not necessarily the case. In many situations a workable compromise can be arranged by exercising a little ingenuity and creativity. It is amazing what can be accomplished when students, faculty, and administrators work together toward a solution. In any case, what able bodied person would accept being denied entrance to university simply because the buildings weren't designed correctly?

A portion of the admissions process involves a determination by the committee as to whether the applicant has made a realistic academic and career choice. The rationale behind this is that it is unfair and unkind to allow a student who is disabled to pursue course work that he or she may not be able to complete, or that is not likely to lead to employment. This represents the continuation of a phenomenon most disabled have fought against all their lives. They are rarely allowed to make decisions, to take risks, and to live with the consequences of their decisions. I hate to imagine how many experiences would have been lost to me had a committee been convened to give their stamp of approval to all my plans! It is healthy to want to test one's limits and a crucial part of developing a sense of oneself.

Certainly there will be students applying for courses they do not have the stamina to complete, but they must find this out for themselves. When a committee says "you can't" it is a meaningless defeat. When a student tries and fails, if this is what does happen, useful lessons are learned. Again, I refer to our experience in California over the past ten years. By law, a student who is disabled may participate in any educational programme as long as it does not constitute an unreasonable safety risk to the student or the others. I have watched dozens of students enter programmes against my advice. Some of these students rose to the challenge with talents and perseverance no one could have predicted. Of those students who were not successful, I know of none who were any the worse for having experienced failure.

What about the teachers? Is it fair to expect them to work with students who may not be successful? Every year I survey the six hundred instructors on campus and ask that exact question. Their responses are overwhelmingly positive. They say that these students rarely require extra time, that they are highly motivated, and that they appear to profit from the course work. And, they do not drop out of programmes at any higher rate than their able bodied peers.

Making it into college or university is difficult enough without having to battle attitudinal and architectural barriers. You can change behaviour through legislation, as we have done in the United States, or you can change attitudes through education, as seems to be the preferred practice in Britain.

When anti-discrimination legislation became effective in the United States ten years ago, instructors and administrators were extremely sceptical. Administrators dreaded the added expense, and instructors resented being burdened by a new and puzzling population of students. But, because there were no alternatives, no way out, energy soon turned from negative "it can't be done" thinking to positive "what do we do first" thinking. Slowly, with support from special educators the process began, not without problems, but eventually with great success. Once behaviours were forced to change through legislation, attitudes changed as a result of the new experiences.

For years we have tried to do it the other way around – attitudes first, behaviours second. We met with instructors, showed them films about disability, offered training and awareness classes. As long as these instructors knew they did not have to accept the disabled into the classroom, they never really listened. In time, they might have changed their attitudes and their behaviours without the strict antidiscrimination legislation which is currently in force. Is it fair to the thousands of students with disabilities in this country who would like to attend college or university to have to wait until attitudes slowly change in their favour?

Fear of the fit

Teachers worry too much about having epileptics in their class Barry Shurlock finds.

Even though recent surveys have shown that children with epilepsy in normal schools behave better than their classmates (and, incidentally, have to cope with more bullying), many teachers are still apprehensive about having them in their lessons.

But most teachers will at some stage of their career have a child in their class who has epilepsy, a condition which affects about one child in 250. It is also probably one of the most misunderstood of the childhood disorders.

Social prejudice is widespread. Visions of *grand mal* seizures have been known, for example, to cause headteachers to throw up their hands in horror and cry, "Not in this school!"

As Dr Euan Ross, consultant paediatrician at the Central Middlesex Hospital, commented recently: "I sometimes feel that schools are more concerned about their insurance policies than the child's education."

Their fears are, however, ill-founded since the vast majority of children with epilepsy will never have a fit on school premises and are perfectly capable of leading normal lives. Children with particularly intractable epilepsy are usually diagnosed early in life and attend one of the six residential schools in England and Wales.

The word "epileptic", apart from being offensive, should never be indelibly stamped on a child. Diagnosis of mild cases of the disorder is notoriously difficult and many children and their anxious parents unfortunately spend their lives having to cope with an inaccurate label. Also, the vast majority of children who attend normal schools grow out of their problem. One recent survey showed that seizures had stopped in most children by puberty, though one in five was still having fits at the age of 15.

Although, therefore, very few teachers are ever likely to witness a major seizure in one of their pupils, it might be reassuring to know what to do in those circumstances.

The first rule is not to panic. Although the normal response might be to summon an ambulance, this is rarely required and a simple first-aid procedure should suffice.

The seizure will often start with a "tonic" phase, in which all the muscles of the body are tensed. This is then followed by a "clonic" phase, which is accompanied by rapid jerking movements of the limbs.

During the seizure the child should be laid on his side to prevent choking. Furniture and other objects should be moved away to prevent injury. A sharp tap on the back will help to clear the tongue from the airway, but no attempt should be made to force anything into the child's mouth or throat.

Dr Ross says: "Teachers should at least have more knowledge than the average layman. It's not a question of them being amateur doctors, but many teachers get more concerned than they need to because they have a stereotyped concept of epilepsy."

Two-thirds of children with epilepsy could cope in a normal school and have a near normal educational performance, Dr Ross found when he looked at 16-year-olds in the National Child Development Study. Thirteen of the 34 children with epilepsy achieved reading comprehension scores that were above average. All but one of them had had no seizures after the age of 13.

Some children were probably not reaching their full academic potential because of excessive dosages of anti-convulsant drugs, which act as sedatives. Some doctors over-prescribe as a matter of policy; an over-medicated child will have less chance of having a seizure but they may suffer educationally in the process. A teacher who suspects a child's performance is impaired by drugs could consult the school doctor and encourage parents to talk about it to their own doctor.

Dr Ross's work also shows that children with epilepsy are more likely to have prolonged absences from school than other pupils. However, poor attendance was rarely associated with seizures and more often was due to parental mollycoddling, or children sheltering behind their disability.

Dr Ross says overprotection of children with epilepsy is unnecessary and counter-productive. "They should not be projected from academic stress and should be encouraged to take part in all school activities."

Children with epilepsy can take part in almost all sports activities; some studies have shown children are unlikely to have fits when they are physically active. Even swimming is possible if the child is accompanied in the water by a responsible person. Rope-climbing in the gym is perhaps the one activity in which a fit could be dangerous.

Some are sensitive to flickering lights. Computer VDU screens and television sets, particularly if showing poor quality video productions, may set off a fit. Similarly, if disco lights are operated at around the critical frequency of 18 cycles per second they may induce a seizure.

With television the solution to this problem is to reduce the contrast by putting a table lamp on top of the "box" and keep the child at least 10 ft away. Computer screens are often integrated with the keyboard but wearing a patch over one eye will avoid problems for children with photo-sensitive epilepsy.

Careers advice for children with a history of epilepsy need not be unnecessarily restrictive, although it would be wise to exclude jobs which involve a close association with heavy machinery or working at heights. It is illegal for anyone to drive a heavy goods vehicle who has had an epileptic fit after the age of five.

A driving licence for a private vehicle can be held by anyone who has not had an epileptic attack whilst awake during the previous two years, with the proviso that those who during this period have experienced attacks whilst asleep must not have had attacks whilst awake for at least three years.

In general, it would be wise to steer a child away from jobs which involve constant driving, if only because potential employers may feel uneasy about taking them on.

The British Epilepsy Association's advice for teachers can be obtained from the association at Cowthorne House, New Wokingham Road, Wokingham, Berkshire RG11 3AY (tel 03446 3122).

Educating Willy

Willy Russell, formerly a teacher in Liverpool's Toxteth area and author of *Educating Rita*, tells Nick Baker he was terrified at school



Willy Russell talks about education passionately, recalling his experiences as teacher and pupil with relish. We met in a tiny, messy dressing room in the Lyric Theatre where Russell's hit play, *Blood Brothers*, is currently running. Much of his work is about education – his television play, *Our Day Out*, is a comical account of a school outing to a safari park; *Educating Rita* is about a hairdresser who wants to change her life through education; *Blood Brothers* compares the different backgrounds of twins separated at birth, one remaining working class, the other adopted into a middle-class background.

Russell also writes plays for children and participates vigorously in the Liverpool young people's theatre.

"The only thing I remember about primary school was that I liked reading and writing stories. I remember when I was eight reading aloud a story I had written called *The Dope Fiends* but the other kids thought it was about *dopey* fiends – they were wetting themselves."

The 11-plus held no terror for him. "Actually I never considered I failed, my parents just never put that expectancy on me." But, at secondary school he was "terrified half the time.

"I didn't even like English there. They used to cane us right there in the classroom. I was caned really badly once, but I wasn't told why. Later it turned out that I had burst this kid's boil in a fight and his mother had kicked up hell but I wasn't told why I was being caned at the time. Anyway the next day my mother, my grandmother and my auntie went down and sorted the head out. The result was that I moved schools."

In his next school, Russell distinguished himself by pouring stink bomb scent over "this posh kid" which resulted in demotion to the 'D' stream. "When I brought my report home I was top in everything, including religious education and maths. My dad thought this was wonderful, but I couldn't explain to him that it was the 'D' stream and I was the only kid in it who wasn't brain damaged.

"I stayed in the 'D' stream for the rest of my school life. I learned to play the guitar, which strengthened my resolve to stay in the 'D' stream so I could have time to practice. I loved English – always got on well with the English teacher. My favourite lesson was where we all had to pick a book from the shelves and just read. I remember reading Neville Shute, a whole stack of Ryder Haggard and Dennis Wheatley, but I never read any 'literature'. I knew there was some class somewhere reading 'English Literature', but I didn't know what it was. In the end I passed one O level – English Language."

"I loathed the idea of having to set myself on any course for the future when I left. My mother suggested I become a lady's hairdresser. At first I thought this was an appalling idea, until I discovered it meant going to college for 18 months, which is what I did. I loved college. It was all parties and messing about with each other's hair. Then I started working at it and hated it, basically because I wasn't any good."

Eventually, when his mother's drapery shop was robbed, the family decided to set him up in business in her premises. But by that time he had more of an interest in singing than hairdressing and spent more of his time practising and writing songs. On the fringes of the Liverpool music scene he started meeting people with broader interests. Some of them, including his wife-to-be, were teacher trainees.

"They were people who talked about things that mattered, creative people. My wife's parents encouraged me to go to night school and eventually I decided to pack up hairdressing altogether. I worked on the lump, then went to college and did five O levels and an A level in a year."

At that time did he want to become a teacher? "I think I told myself I did, but with hindsight I think I believed that if I wanted to write I needed to be in the right atmosphere. Before I'd started my O and A levels I'd tried to get on a course at Sussex where you didn't need any qualifications. I got through all the stages then I blew the interview. A friend who was already there advised me to be totally honest and said that if I didn't understand a question I should just ask the guy what he was on about. The first question was about *Portrait of a Lady* which I'd had to do an essay on. It was 'Do you think Isobel Archer was guilty of Protestant masochism?' I said 'No', and walked out."

At St Katherine's teacher training college in Liverpool he took drama as a main subject, started going to the theatre (and hated almost everything he saw), started to write and put on plays and failed to write a Great Novel. He started his teaching career at a newly merged secondary school, Shorefields, in the now ill-famed Toxteth area.

"I didn't run into any problems in my first four days, but on the fifth I had this class called 4WD for English/drama for one period. I didn't think it was odd that I only had them for half an hour a week until I noticed that everyone else had them for half an hour a week as well. They were all boys, too. The rest of the school was coed after the merger.

"As I opened the door I saw all the light bulbs in mid air, on the way down. They'd just taken them out and thrown them in the air when they saw the door handle move."

After six weeks of classroom phobia, Russell hit on the idea of simply telling 4WD a story. He retells the beginning of it, in soup-thick scouse: "Last May it was, and it was on the corner, and there were two kids, one called Mickey and one called Billy, kicking a ball against a wall . . ." The saga of Mickey and Billy lasted months, 4WD reverting to thumb-sucking, transfixed infants.

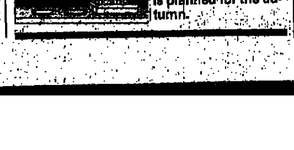
He agreed that 4WD helped him to stumble towards a theory that was to shape him as a playwright as well as a teacher. Russell waxes eloquent about working class culture being an oral one and middle class a written one. I was interested to know whether he had "lifted" any incidents from his teaching career and put them straight into his work.

"I worked with a wonderful, motherly remedial teacher called Gloria King, and she'd arranged a trip to Conway for the remedial kids. One of the deputies, an old-fashioned authoritarian type, a nice man, came on the trip. At first he was really rigid, but gradually these kids just charmed the pants off him and he had a wonderful day out – he just blossomed as a human being. The kids were all over him, saying 'buy me this and buy me that'. But as we all got off the coaches back in Liverpool he shouted right across the playground to a kid who'd been on the trip because she wasn't in school uniform. He undid all the good he'd done that day. And that was the beginning of *Our Day Out*, the television play.

In 1974 Willy Russell left Shorefields and teaching. He had some regrets about leaving his pupils but none about abandoning formal education. His play about The Beatles, *John, Paul, George, Ringo and Bert*, had become a success and the world of the theatre beckoned. However, he still lectures and gives readings and classes for schools, colleges and even Borstals.

Finally, I asked Russell how he would feel about having his work adopted for use as examination texts. He seemed flattered by the prospect and at the same time worried about the opportunities for abuse of his plays that this might offer. His view of the exam system is understandably jaundiced.

At the end of *Educating Rita*, Rita no longer cares about the examination result she has sacrificed so much for. What she does care about is the rather sad teacher who has helped her achieve it. Like Rita, Russell himself has just been awarded an Open University degree (an honorary MA for his work as a playwright). Like Rita, is "dead chuffed" about it. And so he should be.



This is the last in the present series of *Once a teacher*. A further collection of interviews with well known and interesting former teachers is planned for the autumn.

REVIEW

The appropriate slant

Farrukh Dhondy on fiction for young British Asians

Very rarely does it happen that an audience for a literature exists before the literature does. People want to read the unwritten. Or if they don't want to read it themselves, they prescriptively feel that others should and they begin to bend backwards, or forwards or whichever way one bends in this socio-literary yoga to produce the works that should be written, the work that should be read.

It was Octavio Paz who, talking about Hispano-American literature said "The mission of criticism is not to invent works but to establish relations between them . . . In this sense criticism has a creative function: it creates a literature (a perspective, an order) out of individual works. This is precisely what our criticism has failed to. And that is why there is no Hispano-American literature, even though there exists a whole body of important works".

Though Paz knows it not, his words are sharp, tiny critical tacks in the diminutive coffin of a still-born body of work: writing of, for, by and about Asians in Britain. It is no business of criticism to create works, but in this peculiar case it has. Criticism can only mould important individual works into a whole, however small, if such important works exist. In the case of Asian writing in Britain we have as yet no body, only here an arm, there a leg, several transplanted hearts in need of artificial respiration, preferably some princely kiss of life. Such a kiss, delivered by fine writers such as Salman Rushdie or competent ones such as Hanif Kureishi or adequate ones such as Dilip Hiro, might do the trick. The frog might turn into something beautiful, but the magical converters might have to live with the accusation of being "froggist" for a time.


Listening to a story

That's not just a silly joke. It is of this genre of criticism, the perception of an inadequacy by [illegible] Anita Desai or Prawer Jhabvala, or by the clutch of literary writers mentioned above, work in a completely different milieu. They are written to be literature, not to fulfil a socio-political-educational need. They live in the world of Booker prizes and have only very marginally been adopted as required reading for sixth forms. They were created, one dares to say, by the eternal fight of the writer to create a personal world whose local habitation is a fictional imagination and whose name happens to be "Asian".

Not so the works that were created by the missions of critical consciousness: The teachers who demanded that black children see themselves in books, the social workers who feel that a fictional or facto-fictional account of Asian childhood is worth two sociological textbooks, the publishers who subscribe to multi-culturalism out of something called conscience or something less enlightened called commerce.

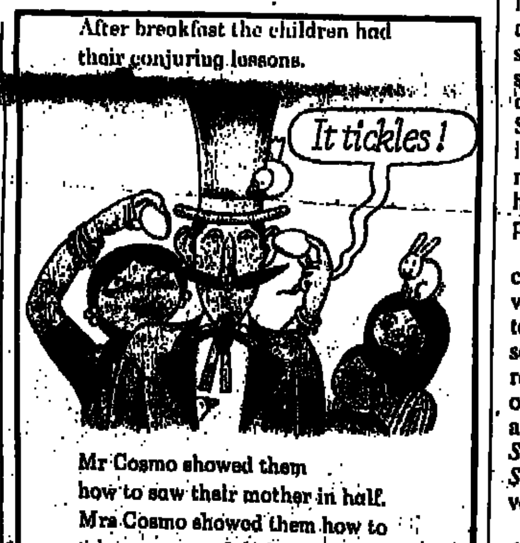
Before we examine this body of thrown up work, let us stand back and marvel at what blacks and Asians have done to, at the least, the world of schooling in Britain. At some point in the middle sixties their presence and actions in British schools induced a fringe of progressive teachers to formulate the now popular axiom that the subject matter of schooling should have something to do with the "culture" of the schooled. It was not a canard that the forefathers (foreparents?) of British schooling had anticipated. Matthew Arnold would have been not a little surprised if he were faced with teaching miners' children about the degradations imposed upon the humanity of their community by the necessities of capitalism's thirst for coal. Of course he didn't teach miners' children, only wrote about the necessity of teaching them.

If those forefathers wanted at all to teach the generations of the working class under their control about themselves, it was only to assist them in accepting the roles society had assigned them with intelligent humility. Since their day, writing has changed, reading has changed and certainly, with the advent of blacks and browns, schooling has changed. In one respect the control of the curriculum, or at the least the control of the innovative spirit of the curriculum, has passed into the hands of a British meritocracy. It is the conviction of this meritocracy that boys will be boys because all they read about is boys being boys. They see schooling, rather than the underlying economic *raison d'être* of schooling, as the machine which made the meritocracy [illegible] which Asian characters surface and, by being seen, supposedly assert a benign influence on the future of Britain. That is the animus behind a series such as Hamish Hamilton's "simple, natural stories about children of today living together in a multi-racial community". Their formula is simple: cut out the rough and represent the smooth with photographs to match: the "stories" don't matter. They have no fictional fancy. The lives of the characters, mostly young Asian children with whom the Asian primary school pupil can readily identify become "ordinary" in that they keep rabbits, like football, eat the sort of foods which Asians eat with names like "barfi" thrown in with only a touch of self-conscious explanation, and they endlessly attend religious ceremonies. Guru Granths and muslim prayer mats abound. Strangeness is being made accessible to the white readers, the brown ones are being made proud of the "culture" as seen by the exclusively white writers.

Better in this genre are the *Terraced House Books* from Methuen written by Peter C Heaslip and photographed by Anne Griffiths. They start with an ideology of pictorial integration. The photographs are as good as any on chocolate boxes, but realistic and unselfconscious. Asians occur without comment and don't drag out prayer mats at the drop of a prayer cap.

Some efforts carry this unselfconscious intrusion of the brown face a bit far. Take Allan Ahlberg and Joe Wright's *Mr Cosmo The Conjuror* (Puffin/Kestrel Books) in which Mrs Cosmo wears a saree and a tikka and just happens to be Mrs Cosmo. She never eats a chappatti, doesn't go to the Gurdwara, worships no graven images, balances pigeons in the family magic show and allows Mr Cosmo to decide when their caravan has to leave.

Aaiqa And The Crocus is described by its publishers, the Almond Press, as "stories of entertainment and information" for children in a multicultural society. They are written by Hassina Khan (something in the prose tells me she's not Indian, but let that pass) and are littered with the debris of good intentions. Take a story alluringly entitled "The Toile-T-Issue", (geddit?), which takes the characters into a multicultural loo. It's dramatic. Here's a little white girl stranded in a loo with no paper. Why? Time for information: "The lota is the silver pot we keep in the bathroom (sic). We fill it with warm water, pour it with our right hand, and wash



Mr Cosmo the Conjuror

ourselves with our left hand.'" she said. So as not to be handist, the speaker adds a post-script about those who are not right-handed and how *they* handle this issue of tissue.

In the other "stories" in the book, one is back to religion and food. I suppose they are the most easily graspable features of "culture" and they are the sort of thing that some old windbag from the Asian older generation is quite willing to pontificate on to teachers and other well-wishers who do the "research" for this sort of book. No wonder then that half the output of the do-it-yourself publishing houses, run by multi-culch centres of education authorities in Coventry, Bedford and other places, deals again with *How Hindus Pray* or some analogous topic. If these multi-culch-wallahs bothered to do a bit of thinking allied to a bit of homework and examined, for instance, the history and present "culture" of the descendants of the Indian indentured labourers of Trinidad or Guyana they would find that this religious culture undergoes indigenous modification of the most startling sort away from a Pan-Indian atmosphere; that the East Indians may still call themselves Hindus and Muslims but their religious affiliation and observance is a far cry from that of their grandparents. Will that happen in Britain? Isn't one pandering to the backward conservatism of a parental generation by pretending that "culture" is static?

The pamphlets to which I allude are experiments in multi-culch in so far as they are produced in many cases in English, Italian, Bengali and Gujerati, some in other languages, all in brief sentences on the same page with sometimes appalling line drawings as illustration. They are the sort of pamphlets that must certainly win the approval of multi-culch school inspectors, but I can't see their spontaneous attraction for the intended readers.

Fiction for older children seems so far to have got away, not from the wreath of socio-representational intent, but at least from the total negation in the primary books of fictional imagination, style or dramatic content. The best are books written by white writers. Some have attempted to integrate the Asian characters into a scheme of real and imaginative life. The favourite of the genre should still be Michael De Larrabeiti's *The Borribles Go For Broke* in which a Bangladeshi borrible by the name of Twilight (note, not even Twilight Miah or Sunset-Ullah) shares the geography and mythology of the regular borribles. Larrabeiti's creation of the myth is a perfect literary vehicle for such integration. One looks forward to more.

More seriously one gets into the emotional and political territories of Bernard Ashley, Robert Leeson and Jan Needle. They sail in where Peter Dickinson as early as 1970 was walking on water with his *The Devil's Children*. Again, a mythological distance, the device of setting the story of racial survival and surrounding hostility in a future in which the white population has gone literally mad, enables Dickinson to make a fictional study of the cohesiveness, patterns of life and character of a band of Sikhs. Rereading it today one can mark sentences which multi-culch wallahs and the critical school devoted to excising books would light upon: "The old woman held up her arms and screeched like a wild animal, and the shouting stopped." Or "All the grown-ups seemed to show a special kindness towards the children despite their strange, fierce looks". Such phrases abound, but in Dickinson's realized fiction they are not trepasses against fair representation or multicultural ethics. They are his device for discovering this band of very positive Sikhs through the eyes of his heroine.

Looking through the eyes of the white characters is the appropriate slant of fictional vision for the discovery of the Asian community to which some writers have dedicated themselves, if not wholly, in the partial spirit of race relations that stalks the contemporary corridors of holiness. That very purpose, though admirably fulfilled in Jan Needle's work (*A Sense of Shame, Piggy in the Middle*, the earlier *My Mate Shofiq*) turns the reader to learner, at best, voyeur at worst.

One looks then for the work which is not dedicated to such purpose: that which comes from the Asian community and is a meditation with fictional skill upon itself. One looks in vain. Certainly there is a book here, a story there but no body of work one may look up to as definitive. The novel entitled *Sumitra's Story* by Rukshana Smith, the recipient of a prize for the promotion of race relations, is a good example of the demands of fiction being put in opposition to the writer's demand on herself to promote a healthy ideology of race acceptable to everyone from decent Labour to SDP and Tory wet. The book takes a young girl and her family from Uganda through traumatic settlement in Britain. Some peculiar things happen. An 11-year-old Asian girl, two weeks into Britain, recognizes a variety of ethnic types in her classroom even though their skins are white. She spots shades of Trotskyism and the British Right distributing literature at her school gate and rejects both. It is apparent that Ms Smith devotes pages of prose to Asian ceremonial, weddings, gatherings, etc, because a pseudo-sociological description of "culture" is something she demands from fiction. Apparent also that her heart is in the right place, her pen in the hand of the criticism that Octavio Paz says has no business to create. The eductional intentions militate against those concerns which should attend the birth of a new fiction. One such concern might be teaching, telling, discovering for British Asians truths about themselves, about the lies they tell, about the half-truths told on their behalf to shelter them from the storms of a social climate they are born to change.

Next week: Beverly Anderson on books for Black children.

ARTS

Festive sounds

Andrew Peggie previews the National Festival of Music for Youth

Tony Banks, the GLC's Arts Chairman should be pleased. What with bright new signposting, lunchtime foyer music, a revamped restaurant, and updated artwork, the South Bank Complex is visibly and audibly becoming the kind of "People's Palace" favoured by our present cultural mentors at County Hall. But if any event tests its capacity for coping with a large influx of the broad masses, it will be the National Festival of Music for Youth, returning there on July 14, 15 and 16. At least this year, South Bank personnel should be fully prepared for some 4000 performers (and perhaps as many supporters), whose demands do not always correspond to the more genteel requirements of a classical concert audience. If stewards can only look on exasperatedly as hordes of wandering musicians and parents take seating matters into their own hands, catering staff will undoubtedly relish the exercise – even if prices reflect this year, as they did last, the more palatial aspects of the complex.

Some organizational changes could well make things rather less congested, however. Only on Friday and Saturday will there be simultaneous performances – and then only in two of the three halls. On the Thursday, stewards will undoubtedly be relieved to pack people safely into the Festival Hall and leave them there. Thursday is for Juniors and Jazz – some 23 of the former groups including, encouragingly, a number of excellent choirs. While quality is guaranteed, variety and original invention seem likely to be less of a feature. Orchestras, choirs, percussion and brass groups (including the fascinatingly named, Our Lady of the Wayside Brass Ensemble) make up the bulk of the programme.

But not so in Secondary School Music, where the 16 participant groups represent as wide a variety in this category as we have seen. Imagination seems to have taken off in the secondary sector, specifically in the direction of electronic music and music theatre. Two of the former (out of an encouraging number which appeared at the regional auditions) take part on July 15: from Benton Park and Horndean Schools. Two nominal music theatre groups are also performing: King James' Music Theatre and York Music Theatre, both from a remarkable Regional Audition in Leeds, where every one of the groups which appeared in the morning offered original and specially composed or arranged material. Music theatre *in effect* will also infuse many other contributions – Blatchington Mill's epic rock oratorio, for instance, and Ocho Rios Steel Band's stage spectacular, while on a smaller scale, the Kincorth Waits' renaissance evocations and Kingsmead Handbell and Percussion's ambulant campanology.

Secondary School Music is followed by Voices in Concert – a smaller than usual category, where again past inventiveness in choice of repertoire has tended to give way to a concentration on high quality choral work. The choirs will certainly have a chance to prove themselves, with three hours allocated to only six ensembles.

Simultaneously with all this, the Festival Hall will be positively seething with tension and drama, as first 12 brass bands, then 14 wind bands attempt to blow each other off the stage. The brass and wind categories tend to attract the Festival's more partisan, not to say competitive elements, and this year should prove no exception. Wind bands in particular dominated the Regional Auditions and the South Bank selection will present groups of startlingly high quality. Much more sedately, the rarified atmosphere of the Waterloo Room should capture nicely performances of student compositions by the professional chamber ensemble, Collage. This will be the second year in which the W H Smith/Collage competition for young composers has been incorporated into the Festival. Selected works are later programmed into the Collage's coming season of recitals, but the fascination of the Festival event is clearly the workshop atmosphere wherein group, adjudicators and composers rehearse and discuss the new music.

So much for Friday: the Festival's final day (Saturday July 16) is devoted to music more akin to the South Bank's normal fare – symphony orchestras in the Festival Hall and chamber music in the Purcell Room.

School orchestras will be represented by ensembles from Chelmsford, Nether Stowe, Penweddig and Whitchurch, while the so-called "Open" Orchestras feature Bournemouth, Dudley, Enfield, Stourbridge (King Edward VI College), Warwickshire and Wessex.

It remains to mention the jazz element, wherein solo improvising and small group work is developing apace. In big bands, adjudicators now look for "personality" and originality as well as tight control and sophistication of sound. For smaller combos, a recent and encouraging development, the problem will be to match the groups to a suitable venue with an atmosphere more amenable than that of the Purcell Room, last year. Jazz, however, will doubtless help push the South Bank even further towards the community arts ideal. This may be its last chance – who knows but that it might soon cease to exist, along with the GLC itself.

The National Festival of Music for Youth is organized by Music for Youth, a charity sponsored by The Association of Music Industries, Commercial Union Assurance, The Rank Organisation and *The Times Educational Supplement*.

Woman's lot

The Clarion Van. By Alan Plater. ITV. Tuesday July 5.

"Act what you know" could have been the motto of Ada Nield Chew, born into a poor Cheshire family in 1874, whose story was told in *The Clarion Van*, the first of three new plays from Granada on the theme of women's lives. In Ada's private life she bravely acted what she knew. She knew her mother's life (and her own girlhood) had been sacrificed to the yearly birth of too many children, so she resolved to have only one child, and that a girl. With a little help from fate, and from a well-chosen, cooperative husband, she did just that. She knew that ideas were the seedbed of change, and that print scattered them fastest, so she taught herself to read. She knew that her factory bosses were hypocritically exploiting their female labour, and eloquently protested to the local newspaper, signing herself "A Crewe factory girl". Then, in the best moment in the play, she boldly owned up to them – and got sacked for her honesty. She started writing and preaching the kind of plain woman's socialism she saw as necessary, and – determined not to be caught out by domesticity – took her baby daughter Doris with her on her tavels in the north-east, in the van of the title, leaving the accommodating George behind.

Her strength lay in these consistent, individual braveries. But the play chose to take a hagiographic view, stunned perhaps into earnest deference by the ideologically knockout combination of woman, northern and nineteenth-century socialist – and someone who had shared a platform with Eleanor Marx. Once the narrative in Ada's life had run out of steam, as it clearly did when she began running a mail-order firm from home after the war, the production did too, since it had no view to fall back on but that of Ada as worthy heroine. Clichés began to creep in: classic-series crowd scenes, Ada's chin held a mite too high, the home life unreal, glimpsed only as another occasion for tub-thumping. This over-reverential attitude lost a much meatier point: her failures, if only they could have been faced as such in the play, were as interesting as her successes. They plainly proved her point: that however brave women might be individually, they needed to organize themselves collectively before they could be effective in the public arena, and thus clinch their independence (and still do). As it was, Ada's public life was presented as something perilously close to a sideshow, and her principles a touch priggish, because ineffectual.

The dramatic possibilities in the different prices paid for a measure of independence by three generations of spirited women – Ada, her mother, and scene-stealing, diffident Doris, now 83 – were left to the wind, in favour of a tasteful tribute. The photo of the real Ada at the end seemed to promise far more spice and understanding than our heroine was able to show.

Annette Kobak

Frances Widdowson's *Going Up into the Next Class: Women and Elementary Teacher Training 1840–1914*, which was well received in these columns on its first appearance, has now been republished by Hutchinson in their Exploration in Feminism series (£2.95).

Absent friends

RHINO. By David Leland
ITV Sunday July 3

"Leave her alone!" yells a passing black youth as Angie is bundled into the police car. "Why can't you just leave me alone?" Angie herself asks the head of the assessment centre, "I can cope". At the end of the play, naked, defenceless and separated from her family, she turns to the grim-faced women in whose charge she has been placed, and says quietly and matter-of-factly, "It's not right, you know." Well, no, what happened to Angie wasn't right. But to have left her alone would hardly have been a viable alternative.

Angie is a fifteen-year-old black girl who habitually bunks off from her comprehensive school and is marked in the register as Really Here In Name Only (RHINO). At home she lives with and looks after her father, her two older brothers and her three-year-old nephew. There isn't much time for school, let alone the wider concerns of formal education, and Angie is an efficient domestic manager. It is home rather than school which gives her a sense of competence and seems to utilise her real skills. As far as she is concerned, she has no "problems."

Her school and the social services both see things otherwise. For one reason or another they are all agreed that Angie should be receiving a "proper" education, and that in order to do so she must be separated from her family, taken into care and sent away to a special school. When she is caught shoplifting a packet of bacon, their decision is overtaken by due process of law, and Angie is packed off to an assessment centre to await further and more complex decisions.

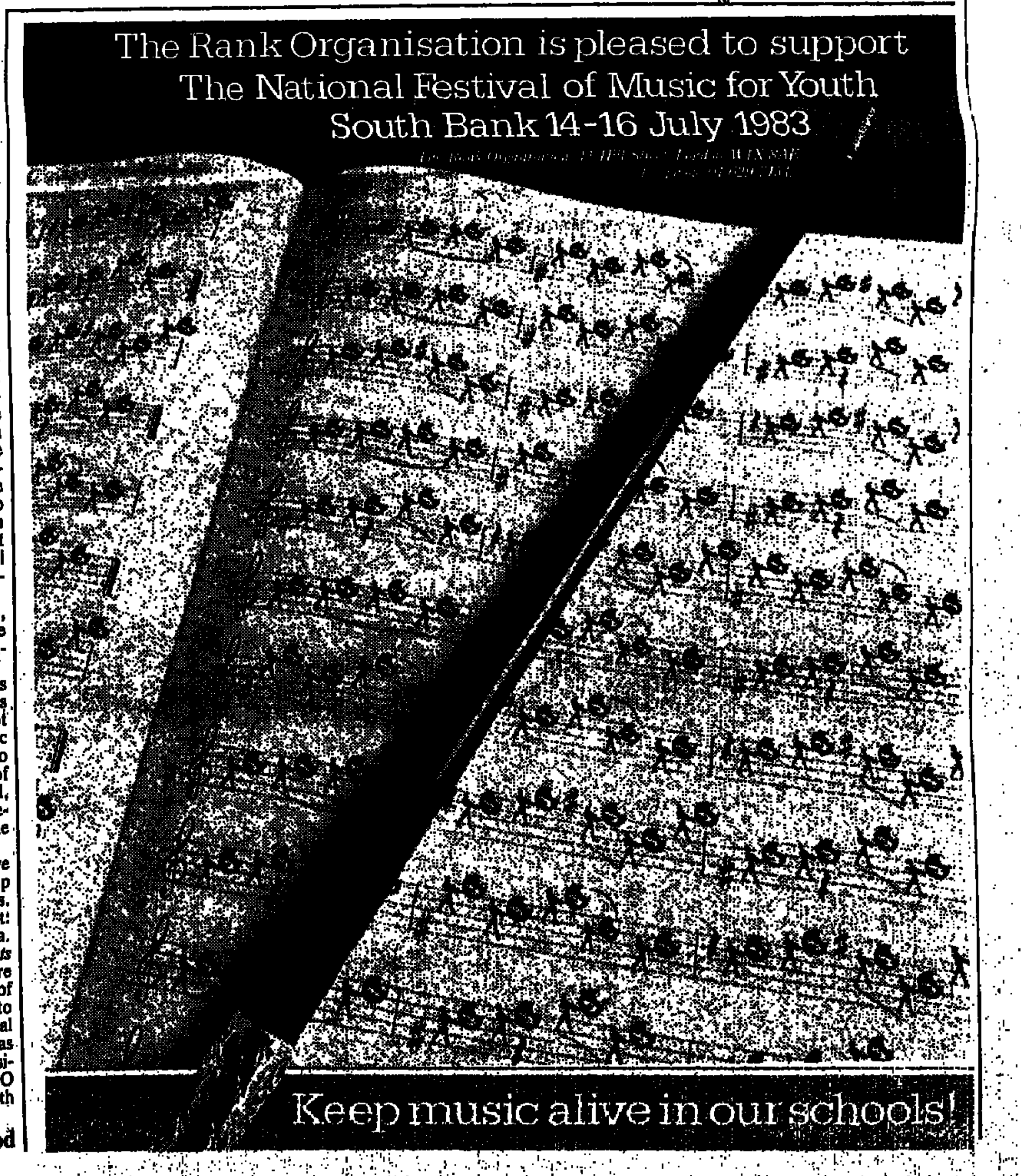
David Leland's spot-on accurate dialogue, Jane Howell's sensitive direction and the admirably restrained performances of most of the players all add up to a fairly persuasive piece of propaganda: if you side with Angie, you're humanitarian and likely to be radical; if you side with the authorities, you're reactionary and repressive. Not so. The story, which seems superficially to sympathise with its protagonist, is in fact a romanticising of reality. Not surprisingly – given that the social analysis which informs it is damagingly simplistic.

Of course I know that large, urban comprehensive schools are not working and are probably unworkable.

And of course I know that girls tend to fare worse than boys, blacks than whites. But the answer is not to push black girls into domestic limbo, their only raison d'être to attend to the wants of the male of the species. Wake up, Mr Leland, there has been a women's movement in this country for at least the past ten years.

Other plays in this series have been criticised for failing to come up with solutions to social problems. This is of course beside the point: such is not the function of drama. One migh as well castigate *Ghosts* for failing to come up with a cure for syphilis. But it is the function of this (investigative) sort of drama to *analyse* the movement of social forces in such a way as to explore as many potential resolutions as possible – however tentatively. RHINO gave us only two choices. And both were unacceptable.

Sheila Macleod



ARTS

Voice from the past

Heather Neill on the National Theatre's 'Fawn'

I am delighted to be the bringer of good news. *The Fawn*, a little known satirical comedy by the Jacobean playwright John Marston, which has probably not been performed for 350 years, is on view in the National Theatre's Cottesloe auditorium. Its reputation overshadowed by other plays of Marston's – *The Malcontent* and *The Dutch Courtesan* especially – and dismissed by T S Eliot as "a slight but pleasant handling of an artificial situation", it now suddenly seems a rediscovered treasure.

The plot is simple enough: Tiberio goes to Urbino to woo the Princess Dulcimel on behalf of his father, the Duke of Ferrara. The latter, meanwhile insinuates himself into the court in disguise to observe the proceedings (shades of *Measure for Measure*) and quickly learns some truths about himself. As head of state he has been used to flattery; now he uses the device (hence his nickname and the title of the play) for self-advancement. But this is to a good end: to reinstate moral order in the corrupt court of a foolish prince. Onotago (said to be modelled on James I, "the wisest fool in Christendom").

There is biting, even cruel wit, as might be expected from a scion of the Inns of Court; there is a charming love story; there are some sharply observed characters, in particular several clever women, who may be idealized, but who have real desires and ambitions and know how to outwit men; there is a mock trial presided over by Cupid-devised by the Fawn, so that the natural fools may finally see themselves, and the corrupt fools be seen, for what they are. The latter neat antithesis is postulated by the director, Giles Block, who has rescued the play from theatrical oblivion.

Giles Block was becoming known as *Amadeus* man. He assisted Peter Hall on the original production here and in New York and has since himself directed Japanese and Danish versions. This is his first solo venture at the National. He toiled through many a work from around the time of Shakespeare now seldom read outside universities, from *Friar Bacon and Friar Bungay* to *Philaster*. *The Fawn* seemed the most interesting, "a breath of fresh air," and indeed it does seem right for the times. Among other things he enjoyed the language: "There's a muscularity about his prose, his vocabulary is a joy . . . . . he had a wonderful ear".

It is not easy to direct a forgotten play. "Every director looks for a fresh approach, but with something like *Twelfth Night* there is a history in your head which you can either accept or react against." At rehearsals a week before the first preview, it was clear that some bridges still had to be built. "I don't know what we *are* to each other at this point," cries one actor a trifle desperately of another character and there are disagreements about how cruel a comic scene can be. Actors' suggestions are welcome and difficulties thrashed out until gradually the actor's instinct and the director's vision begin to fuse.

Afterwards Giles Block admits that there are parts of the play where it is difficult to find the right level of comedy. To complicate matters it was originally written for a company of boys, the Children of the Queen's Revels, which puts a different complexion on, say, the humiliation of a foolish middle-aged husband by corrupt elements in the court who are teaching him a lesson. Perhaps Giles Block's most daring production idea is to place the allowed Fool, the professional jester, in the audience. (He has, however, decided against labelling seats "Reserved for fools".) We should all, he says, feel that we are on the Ship of Fools, a vessel repeatedly referred to as being at anchor offshore ready to receive her foolish cargo.

Influenced by Montaigne, occasionally echoing Shakespeare, *The Fawn* is funny, sophisticated and as true to human nature now as when it was written.

Previews until July 13. Press night July 14.



Miranda Foster as Dulcimel

Palace and court

Exit The King. By Eugene Ionesco (trans Donald Watson).
Lyric Studio, Hammersmith.

Buried Inside Extra. By Thomas Babe.
Royal Court Theatre.

The Perfectionist. By David Williamson.
Hampstead Theatre.

Theatre Of The Film Noir. By George F. Walker.
Tricycle Theatre.

The Winslow Boy. By Terence Rattigan.
Lyric Theatre, Hammersmith.

Kings And Queens. By Eleanor and Herbert Farjeon.
NT Platform Performance. Olivier Theatre.

The second London International Festival of Theatre (LIFT) begins in August. But, with productions from the USA, Canada and Australia following on each other's heels, one might be excused for thinking the opening date had been brought forward. Even *Exit The King* is an import from France out of Rumania. Or rather a re-import: I recall seeing its English première at The Royal Court in 1963. Its failure then is repeated now.

In his crumbling palace at the centre of an empire shrunk to the confines of its walls, King Berenger is in his death throes. Before the play is over he will be dead aged 400 years. His baleful Queen Marguerite urges his demise; his mistress, Queen Marie, looks on weeping, powerless to help. The court servants – doctor, maid, guard – can only mark his raging decline. For over two hours (non-stop) Ionesco's muddled memento mori drags its way along unhelped by Christopher Fettes' snail-pace declamatory production. Excepting Ben Aris's faithful guard, the acting is of the head-and-shoulders variety: intellectual vocalizing. The play's windy speeches and its pointedly absurdist [illegible] old-fashioned now.

Questionable, too, is the transfer from Broadway of Joseph Papp's production *Buried Inside Extra*. The death of a newspaper, the possible death of its staff, is the core of a play that seems to have been assembled from scenes rejected for a B movie. All the old clichés are resurrected in word and action. Rock bottom is reached in the script when Bob (an ex-communist radical bomb-builder) says to Liz (acknowledged as his daughter late in Act 2) by way of explanation: "Your brothers, whom you never knew . . ." Entrances and exits occur for no reason except to stage a series of monologues not all of which appear to make sense. Clumsy direction ensures that centre-stage is fully occupied, and gives free rein to acting styles ranging from bright 'n' brassy to internalized method. Papp's wunderkind reputation has suffered a dent.

David Williamson's reputation will not be enhanced by the schematic argumentation of *The Perfectionist*. Set in Denmark and Australia, the debate is for and against open marriage: the respective rights, responsibilities and freedoms of husband and wife. The one sympathetic character, and the only one who doesn't talk as if regurgitating standard sociological texts, is a Danish perpetual student named Larsen. Michael Maloney plays him to perfection but cannot make bricks without straw – without a play where are you?

Nowhere in The Factory Theatre Lab production of *Theatre Of The Film Noir*, introduced as "a prime example of the best in contemporary Canadian threatre". Paris: Autumn, 1944: The Inspector investigates Jean's death, questioning his sister Liliane (were they incestuous lovers?) and his cowardly homosexual lover Bernard. Bernard threatens to reveal Liliane's secret German lover who accidentally kills himself as Bernard fellates him. The Inspector shoots Bernard dead after a mad (stoned?) US soldier fails to deal with him. What it all means and why it was considered worth a British tour is anybody's guess.

A relief then, at the end of a hard week, to turn to the small excellences of *Kings And Queens* at The National, and the sterling qualities of *The Winslow Boy* revived. Annette Crosbie and Cyril Luckham join pianist-singer Stefan Bednaczyk in a light-hearted performance of poems about English monarchs from The Conqueror to E II R, written by brother and sister Farjeon. Charming witty words, audacious rhyme schemes, delightful pastiche music, accomplished performers: who could wish for more? Starting at 5.45, running about an hour, it is repeated on July 18 and 19. Platform Performances are excellent value at £1.50 a ticket. The programme is always interesting and varied: something worth seeing.

Which goes for the revival of *The Winslow Boy* expertly directed by Michael Rudman. Ronnie Winslow is unjustly expelled from Osborne Naval Cadet School for the theft of a postal-order. His father's fight to restore his blameless reputation leads to a national outcry in which the government is forced to cede a proper trial. The trial vindicates Ronnie, establishes that in England even lowly citizens are protected against governmental might. His brother's lost place at Oxford, his sister's broken engagement, his father's health are together a small price to pay for freedom. Written in the style of the "well made play", Rattigan's dialogue is amusing and touching by turns, each curtain climax is cleverly engineered and the characterization is sure-footed. The actors take their opportunities and shine: especially Alan MacNaughtan as Winslow père, Ben Aris (Desmond Curry), Michael J Jackson (John Watherstone). The governmental references are timely and relevant.

Parents' tale

The Evacuees.
Beatrix Potter Primary School, Wimbledon.

Why, when children act the part of teachers, do they always shout? There's surely a PhD for anyone who can explain why even 10-year-old Rachel Croft played the teacher in the Beatrix Potter Primary School's production of *The Evacuees* as a shrieking harridan, forever prodding and poking her charges into line. Were teachers really like that in 1940?

If they were they have changed far more in the past few decades than their pupils. On the strength of this extraordinary production, children were at least as boisterous and as lively then as they are now. That was what came over best in the show – the credible, creditable performances of London junior school children playing London junior school children uprooted from the city and dumped unprepared and unwanted in Stow-on-the-Wold.

The children's musical by Chris Adams and Michael Sullivan has been done before, but probably seldom to such effect. Beatrix Potter is a small school and had mobilized just about the entire junior department for the production. Massed choirs and the impressive school orchestra coped with the songs while the actors told the story fluently and confidently in spoken scenes which alternated with the music. It was a happy division of labour; with only the simplest lighting, set and props the play very deftly caught the mood of the times. Though all of Adams' music is original, its echoes of Vera Lynn and the big band sound had many in the audience nodding nostalgically. Was it really more than forty years since they'd left Beatrix Potter School with their gas-masks and luggage labels?

Hugh David

Throw new light in the gloom

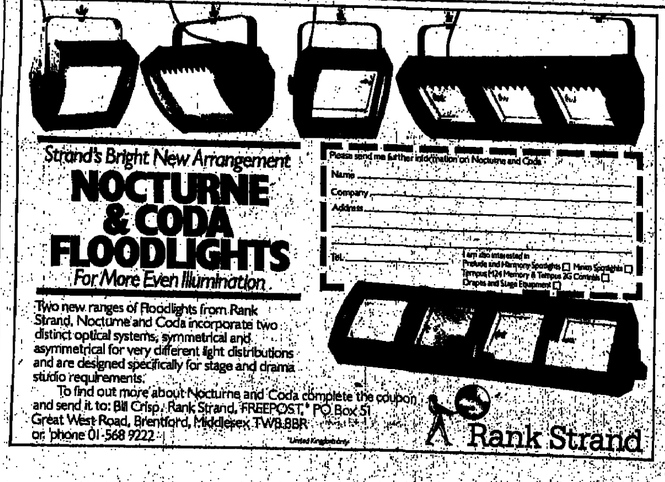
Two highly praised productions from last April's National Student Drama Festival can be seen this month at one of London's best known fringe theatres. The King's Head Theatre Club in Islington is presenting lunch time performances of *In the Shadow of the Glen* by J M Synge until July 16, and on July 18 Manchester Umbrella Theatre Company take over for a fortnight with a new one woman play called *One of Us*. Between them, the two productions collected five awards at the festival, which was held at Bretton Hall College, Wakefield. The Cambridge Mummers' production won both the Royal Shakespeare Company Buzz Goodbody student director award and the BP best actress award.

First time visitors to the King's Head, pub theatre where decimalization has still not happened (a pint of beer is 15 shillings, a bar lunch 30) might well be forgiven for thinking that landlord-impresario Dan Crawford has also eschewed electricity for Synge's short play is presented by the light of just four candles. Set in a lonely cottage at the head of a glen in Co. Wicklow, however, the compelling, claustrophobic tale is well served by this unorthodox lighting (which ironically won the BP best lighting award).

It tells of the events which follow a mysterious stranger's arrival at the cottage where Nora Burke – a beautifully controlled performance by Joanna Scanlan of Queen's College, Cambridge – is holding a lonely wake for her husband Daniel. "Isn't a dead man itself more company than to be sitting alone?" she asks the stranger before slipping out. He certainly is, for the door has hardly closed behind her when Daniel revives, demanding whisky and explaining that "his death" is all a plot to expose his wife's infidelity with a certain Michael Dara (played by the show's director Peter Jukes, also of Queen's College).

Despite the intensity of passion at the end of the piece, the cast of four economically create a miracle, an elegiac mood totally suited to the play. All four performances are rounded and outstandingly detailed, and together make for a memorable 40 minutes in the candle-lit gloom.

Hugh David



BOOKS

The virtues of systematization

John Weightman on how not to react to linguistic change

The Language of the Teenage Revolution. By Kenneth Hudson.
Macmillan £15.00. 333 29400 9

This book bears a sub-title, "The Dictionary Defeated", and the most passionate part of the text is a diatribe against dictionary-makers in general as being too hide-bound, or two respectful of "Establishment" standards, to render all the fluctuating meanings of the spoken language, and more especially the vocabulary of "youth culture". But I would say rather that it is Mr Hudson who has been defeated by his subject. Not only has he not decided what this subject is exactly; he is also all at sea with regard to the many *sociological issues he raises*: the present dimensions of the generation gap, the value of pop-culture, the importance of the printed word, articulateness versus inarticulateness, etc. Sometimes he implies that there has been a great teenage revolution; at other times he falls back on the view that most young people are conformist. He wavers between taking pop-music seriously and dismissing most of it as rubbish. He says that teenagers don't read, and then asserts that *Melody Maker*, *The New Musical Express* and *Rolling Stone* are "essential reading". I can't make out where he stands, except that he is ultimately in favour of the individual, without however defining in what sense the individual may be said to exist.

Can this little volume be, as he claims, the fruit of ten years' research? It is only 123 pages long, and the glossary sections deal with no more than about 150 "youth" terms, most of them already quite familiar even to an old-stager like myself. Indeed the only interest of the book is that it is yet another symptomatic instance of worried muddle about life and language.

Let me first come to the defence of modern lexicographers. As someone who uses monolingual and bilingual dictionaries every day in life, I declare that they are among the most impressive examples of contemporary team-work. But, of course, a dictionary can never hope to do more than tabulate recorded instances of verbal usage, with a rough indication of emotional register and social status. There can never be a complete and definitive dictionary of any language, because *no language is a completely known*, objective fact. The dead ones have perished, leaving behind only their unreliable written traces, and the living ones are in perpetual flux. What happens is that, from the fluctuating magma called "English", "French", etc, at any given moment a "standard" version, or several "standards" of varying importance, crystallize and are current for a while in particular communities. Modern lexicographers, being scientific, accept any "standard" as being valid within its context, and will tabulate it accordingly, whether it be pop-language, the speech of parliamentarians or the vocabulary of pornography. But their tabulations can never be more than statistically approximate, and can never cover all the uncertainties and ambiguities inherent in linguistic use. Mr Hudson exclaims about the ironies and double-take of youth speech, as if these characteristics had only just been discovered and were peculiar to pop culture; in fact, they have always been widely current in non-scientific speech in all languages as any translator could have told him.

Mr Hudson's confusion seems to arise partly from the fact that he is tempted to adopt the fashionable, anarchistic view that the main, or "Establishment", standard in English is "repressive", and he quotes a young woman as saying: "Dictionaries are Fascist". She might as well have said: "Greenwich Mean Time is Fascist". It is true that GMT is a scientific systematization of an objective feature of the universe, independent of man, whereas Standard English is a collective, folk systematization of *human linguistic phenomena, conditioned* by the historical and political events of the past. But a generally accepted systematization there has to be if "English" is to exist at all as the national idiom, and to argue, at this stage in the game, that Standard English is "repressive" and to make a political issue of the matter in favour of pop-speech, or black speech or any other dialect is to undermine the democratic cause through misguided linguistic sectarianism. All sub-cultures have a right to exist, but their practitioners should also participate in, and if necessary seek to modify, the general culture. This, unless I am mistaken, is the situation we are lucky enough to enjoy in our relatively mild British setting.

But I sense that the philosophical root of Mr Hudson's bewildered concern is really the relationship between language and existential being. The generation gap, which has always existed, is more marked today in some respects, not only because of birth control which has changed sexual mores, but also because many young people, overwhelmed by the flood of information available in the modern world, have an exasperated awareness of the relativity and apparent arbitrariness of all adult principles. None of us asked to be born – life is something that our fascist parents thrust upon us – and each of us, during adolescence, awakens more or less painfully to the fact that we are entering upon adult life, which is a mass of pre-existing conventions buttressed by language. It is a "natural" reaction of want to get back to the supposed purity of pre-*social man before language*, to live spontaneously in the existential moment without thought of past or future, to be "free", that is, a self-sufficient, autonomous unit of being in a seemingly cluttered or congealed world. As Mr Hudson puts it, in advocatory style:

> Verbal anarchy is merely a reflection of social and political anarchy . . . for many young people the written word is highly suspect, because it implies permanence, and permanence is both threatening and terrifying. So one must instinctively fight against it wherever it raises its head – having a career or a permanent job is bad, because it suggests permanence; owning a house is bad, for the same reason; having a collection of books or records is bad; having a stock of food is bad. Everything and everyone should be regarded as expendable, replaceable at any time by something different and better suited to one's current mood. To live from day to day is a work of true virtue, a badge of democracy.

An obvious comment on this is that such young people would never have heard of democracy but for language and the relationship between past and present by the written word. Truly existential living is perfectly exemplified by the non-human animals, which have no speech, no recorded history, live from day to day in search of such food as is to be found, and follow the egocentric drive of their species with no thought of individualism or democracy. Such is existential Nature, largely improvident and red in tooth and claw. We can either *revert to it*, or *make the best of* culture and of its instrument, language.

This is not to say, however, that the tension between existential and reflective living, between the articulate and the inarticulate, between the already said and the as yet unsaid, can be, or should be, eliminated or played down. On the contrary, it has always seemed to me to be the true dialectal force in the history of the human animal. Young people can take heart from the paradox of language: from one point of view, it is reductionist and conservative; from another point of view, it is our only agent of liberation and development. There is no danger of it ever exhausting reality but, if accepted clear-sightedly for what it is, it can be used to go on peeling the ever-renewed onion of "truth", from generation to generation.

Over to you, Sir Keith

Parents and Children: Incomes in Two Generations. By A B Atkinson, A K Marynard, and C G Trinder.
Heinemann Educational Books £15.00. 0 435 82097 4

When Seebohm Rowntree, a member of the confectionery family, was constructing his celebrated "primary poverty line", he included in his list of the bare essentials of life – cocoa; a neat example of the influence which researchers unwittingly have on their research. This reflection is prompted by the publication of the tenth volume in the series of *Studies in Deprivation and Disadvantage*, paid for by the DHSS and monitored by the SSRC. (I should immediately declare an interest as one of the authors of an earlier publication in the series).

The original stimulus for the research programme was a ministerial initiative of Sir Keith Joseph who sought hard evidence for his belief that social problems tend to recur in successive generations of the same families – to form a so-called "cycle of deprivation". To throw light on continuities in low incomes between generations, about which virtually nothing was known at the time in Great Britain, Tony Atkinson, Alan Maynard and Chris Trinder conceived the imaginative idea of following up the children of families originally interviewed in 1950 by Seebohm Rowntree in York.

In one of the great pioneering surveys in the social sciences, Rowntree had studied poor families in York in 1899, 1936 and again in 1950. His "poverty line" proved to be immensely influential in the development of the National Assistance, and later the Supplementary Benefit, scales. He also introduced in a famous diagram in 1901 the notion of a "life cycle" in poverty, whereby an individual was likely to fall below the poverty line three times during his or her life: in childhood, while rearing children and in retirement. What we have to face is that, 80 years later, the modern pattern is "strikingly similar".

Parents and Children is a splendid illustration of the advances made in research methods in the social sciences since 1950. Consider Rowntree, aged 80 in that year, living 170 miles away from York in Hertfordshire and sending Commander Lavers north on weekly visits to supervise the third survey. Their sample was selected by a local man "who has lived in the city for more than half a century . . . and who marked on our list every street where working class families live." Employers and the National Assistance Board could apparently be relied upon to supply details of earnings and benefits: so much for confidentiality. These and other primitive techniques can be compared with the regression analyses, the transition matrices, and the close reasoning of Atkinson *et al*, I suspect that Seebohm would have needed an extra cup of cocoa to cope with the "logit model". Nor would he be the only one.

Comparisons with family life in 1950 are also an invitation to trip down memory lane. In that year "beer was 1s 2d a pint, tea 3s 4d a pound, shoes cost £1 10s and you could get (if you were lucky) a new Morris Minor for some £300." Inflation has made us all talk like grandfathers, long before our time.

Despite an early set-back when only two-thirds of the original questionnaires could be found, careful detective work succeeded in tracing 76.3 per cent of the remainder. The latter task was eased by the fact that two-thirds of the families continued to live in York and a further fifth in Yorkshire and Humberside; this is arguably the largest continuity in the book. It is evidence not only of geographical stability but of close family ties without which the tracing would not have been possible.

Atkinson *et al* set out to examine such questions as: do the children of poor parents tend themselves to have low incomes? How is social mobility influenced by education or by the structure of the local labour market? The authors are appropriately modest and guarded in answering these simple questions; the results, however, are depressingly familiar: "the probability of a person being in the bottom 20 per cent of the earnings distribution is 45 per cent if his father was also in the bottom 20 per cent of the range, but only 4 per cent if his father was in the top 20 per cent". The simplicity and inevitability implied by the metaphor of a "cycle of deprivation" are replaced by differing probabilities. The pattern of mobility is said to be asymmetric, with the majority staying at the bottom, a minority moving up the ladder, and an even smaller group slipping back down.

One of the problems underlying the whole programme of research was the division between those social scientists studying "familial processes" and those investigating "socio-economic factors". What was needed was some over-arching study to make the two sides work together rather than talk past each other.

The implications for social policy are surprisingly few but one concerns education. The authors argue on the basis of their findings that maintenance grants should be provided to encourage pupils to stay on at school beyond the age of 16. Now that Sir Keith has taken personal responsibility for the educational provision of 16 to 19-year-olds, he is ideally placed to act on the recommendations of the research which he himself initiated. It can only be a matter of time.

Frank Coffield

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BOOKS

What shall I read?

Jessica Yates on library provision for teenagers

London Borough of Camden Libraries and Arts Department Report of the Working Group on Library Provision to Teenagers 50p
Survey of periodicals for teenagers 50p
Bibliography of books for teenagers £1.50
Prices include postage: order from the Liaison Librarian, St Pancras Library, 100 Euston Rd., London NW1 2 A

Should public libraries make special provision for teenagers? Should the Young Adult collection be housed in the children's or the adult's library? Should it contain only books written specially for teenagers, or adult classics as well? What about best sellers and television tie-ins? Magazines? Coffee bars? Space invaders?

Here is a useful (and cheap) contribution to the debate by a group of Camden librarians: one report and two bibliographies. They weren't originally intended for public consumption, but have been made available because their initial reception was so warm. The Working Group on Library Provision to Teenagers included both children's and adults' librarians, and looked at the provision for the age-range 12 to 20, thus going much higher than the usual cut-off point of 13 to 14 in children's libraries and bookshops. The Group recommended that children's libraries continue to buy for younger teenagers, and that a separate collection of fiction and non-fiction be held in their adult libraries. This would be mainly a paperback collection, but would also include those hardback YA novels considered too mature for the children's library.

There is a noticeable fall-off in the use of libraries among teenagers, especially boys. The Group suggests outreach collections of uncatalogued paperbacks in Youth Centres, on a read-and-replace basis. To tempt teenagers, libraries have to cater for their hobby needs, providing pop music cassettes and teenage magazines. The report concludes with the result of a readers' questionnaire: 668 responses sounds healthy enough. Seventy per cent wanted a separate teenage area. The most popular authors were Judy Blume, with 53 mentions, Roald Dahl (40), Enid Blyton (24), and then C. S. Lewis, Zindel, Tolkien, Orwell, James Herbert and Agatha Christie come close behind.

The Survey of Periodicals published for teenagers provides few surprises; we know that teenagers read along sex-stereotyped lines. In the Appendix over 90 magazines are listed as mentioned in the questionnaires, the most striking omission being *Spare Rib*. Absent from the report is the worst problem of supplying periodicals to teenagers (and some adults) – they get nicked.

The real meat comes in an annotated bibliography of fiction for older children and teenagers, organized by subject heading, and fairly comprehensive, including out-of-print books because they are still found in libraries. Omissions I noted, probably accidental, included *Quintin's Man, No End to Yesterday*, and all John Branfield's novels except for *The Fox in Winter*. Most books are given a two-sentence annotation, which is mostly accurate, and the compilers have made a start on longer annotations for important books. The brief plot summaries for *Getting Free* and *The Lighthouse*, to name but two, can't really convey the full content of these books.

Subject headings are usually the right ones, though I don't think all Bernard Ashley's books should come under "Broken Homes". There is some cross-referencing, and I suggest that *Getting Free* might come under "Pregnancy" as well as "Taking Off."

The compilers are aware of criticisms of some books selected. The annotation for *The Slave Dancer* reads: "This harrowing account of life aboard a slave ship has been both critically acclaimed and condemned as 'racist'." The librarians also accept that teenage collections will have to contain sex-stereotyped romantic fiction read mainly by girls, and sports stories and thrillers read mainly by boys.

Camden libraries have a "no censorship" policy, and at first glance would seem untroubled by anxious parents (and even headteachers) who bully school librarians into keeping out controversial books. However, the criterion of suitability is invoked in order to label some books "16+", which will be placed in the teenage collection in the adult library. These include *My Darling Villian, The Disappearance, A very long way from anywhere else, Breaktime, Two Love Stories*; perhaps on revision these should be considered: *The Lighthouse, The Scarecrows, Forever, A Sense of Shame, The Chocolate War*, and *The Siege of Babylon*.

There is a small section on homosexuality, SF and historical novels next edition will include *Dance on My Grave* and *The Milkman's on His Way*? SF and historical novels are omitted from the main bibliography, and a short list of authors only is supplied at the end, though Willard and Leeson are omitted. This also means that the author of a "one-off" historical or SF novel for teenagers doesn't get included either way, and I would suggest for future consideration these: *A Fine Boy for Killing, A Quest for Orion, Tulku*, and *Z for Zachariah*. Perhaps a short list of fantasy authors could also be added: Diana Wynne Jones, Joy Chant, Le Guin, Hoban, Tolkien, Adams. . . ?

One begins to think how teenage collections in adult libraries might be extended with contemporary fiction published on adult lists. We already have listed those classics *To Kill a Mocking-Bird*, *Catcher in the Rye*, and *Kes*, and we might add not only *Walkabout*, *Joby* and *Lord of the Flies*, but also a selection of large format paperbacks such as Picadors, Virragoes and other feminist novels, and books by Black authors. What about "adult" comics like *Fungus* and *When the Wind Blows*? And the question also has to be faced: with a "no censorship" policy, should libraries stock the violent war fiction and horror nasties which some teenagers demand?

Sadly, some adult libraries only provide paperback stands of best sellers for their teenage clients; though many libraries are justly proud of their Young Adult collections. These reports from Camden are not the last word on the subject, but a welcome and honest report of work in progress.

Shared experience

Live Theatre. By C P Taylor
Methuen £2.95. 0 413 51790X
Wordplays 1 & 2. Edited by Alan Durband

Middleton wrote his early city comedies in the first decade of the seventeenth century for the Children of Pauls. He made no concession to his child actors either in range of character or choice of subject. His plays are characterized by realistic and satiric topicality and a lack of moralizing. Their success may reflect the taste of the times but may also indicate the ability of children to imitate and assess their elders. Certainly the most effective plays in *Live Theatre* and *Wordplays* suggest that Middleton's "uneducational" approach has much to recommend it.

C P Taylor says in his introductory note, "I have been accused of over-estimating the intelligence and understanding of the children . . . There are enough people *under-estimating* them at the present time, and it does seem to me that children, or rather most people, are as clever or as stupid as you expect them to be." The four plays in *Live Theatre* were created as a direct result of working with children in the background to contemporary theatre. The six short plays in each volume are as mixed in quality as they are in subject. The publisher's blurb claims that they were "special-

[illegible] author of *Good*. Although centred in the experience of young people, they are set in an adult world and admirably achieve another of Taylor's declared aims, "I try to make my plays for children as rewarding for adults so that they can be the shared experience all good theatre is." They face real problems: the difficulty of relating to the handicapped, the contrast between the boredom of day to day living and the magical world of the imagination, the cruelty of racial and cultural divisions. They are unsentimental but supremely sensitive. To work on them should be as rewarding for the teacher as for the children, and an audience of parents would be challenged as dramatically as one of children.

Alan Durband's introduction to *Wordplays* shows a less exacting approach to school drama and explains in somewhat simplistic terms [illegible] and where this can reasonably be applied, the plays are interesting and alive. For instance, Willy Russell's *Politics and Terror* presents two Artful Dodgers dicing for power and losing out to Tommo, a girl; and Alan Bleasdale's *What Are We Going To Do Now?* takes Scully and his mates through a series of confrontations with adults in which the stage directions are as hilarious as the dialogue – Bleasdale is a master of litotes: "Yeah, I know it was a bit silly playing table tennis with a billiard ball, Vicar." The other plays, in the main, provide useful material for classroom drama but sometimes belittle the potential of the children for whom they are written. It is surely a mistake to write plays within a school context, the writing so often becomes as juvenile as the subject matter is trite.

Robin Rook



Jonathan Gathorne Hardy has followed up the first adventure of Cyril Bonhamy with another equally zany excursion into fantasy: Cyril Bonhamy and the Great Drain Robbery (Cape £4.95) which takes our hero on a madcap chase across Europe armed only with pidgin French. Here he is in disguise in one of Quentin Blake's jolly illustrations.

Chandlerspeak

The novels of Raymond Chandler may not be on any A level syllabus yet (they undoubtedly will) but that writer's letters would make an excellent adjunct to any sixth-form general studies reading list. Selected Letters of Raymond Chandler edited by Frank McShane (Macmillan £6.95) represents a stimulating introduction to discussion both of fiction in general and of Chandler's in particular; few novelists have poured such intellectual and creative energy into so apparently ephemeral a form.

Bernice Martin's A Sociology of Contemporary Cultural Change, one of the most illuminating analytical studies of recent times which surveys music, literature, art and life styles in general, is now in paperback (Blackwell £5.95).

Start with real books

Learning to Read with Picture Books. By Jill Bennett.
A Signal Bookguide. The Thimble Press £1.85. 0 903355 08 6.

Jill Bennett's pamphlet *Learning to Read with Picture Books* is already deservedly well-known. This second, completely revised and reset edition should be of interest and value to every infant school teacher. It consists largely of book listings, with sprightly, succinct and practically-minded annotations. It is not a choice of the "best" contemporary picture books, but a guide to those picture books currently available which have been successful in Jill Bennett's classroom. That most of the selections, the tried and trusted books, are also ones which someone looking for robust, original texts and vivid, characterful pictures, would choose, says something for the unforced taste of children who are introduced to books through joy for the mediocre but when they can get it, they prefer the best.

Jill Bennett's basic contention is that "the natural way to learn to read is through stories". Instead of dull, schematized reading books with their non-plots and impoverished language, she offers her children real books from the very start, arguing that children will only enjoy reading if their imaginations and emotions are engaged.

Though short, and designed for use as a practical tool, *Learning to Read with Picture Books* is full of insight into the nature of reading. The reader is "an active maker of meaning"; an understanding of the links between saying something and writing it down, speaking and listening, writing and reading, is crucial. So children are encouraged to invent their own tales; to read in printed versions stories with which they are already familiar as listeners; to read to others; to explore all the private and communal areas to which story-reading and story-making give us access.

The books listed can be hired as an exhibition from the National Book League; and as "currently available" unfortunately means "here today – gone tomorrow" in today's publishing terms, it would be wise to keep a weather eye open for Jill Bennett's regular updating of her choice in *Signal* magazine. In the same series of *Signal* bookguides, Jill Bennett's *Reaching Out: Stories for Readers of 6 to 8* extends the scope of the present list, while Elaine Moss's *Picture Books for Young People 9 to 13* demonstrates in its refusal to confine the picture book to the infants precisely the flexibility and openness of approach to books and readers for which Jill Bennett so persuasively argues.

Nell Philip

Children's Literature

Heroes and innocents

Candy For King. By Robert Leeson.
Collins £6.95. 0 00 184136 X

Kitchener Candeford is an innocent: a well-intentioned, responsible and gentle lad who invariably falls over Life's trip-wires.

The trouble with Candy is his over-enthusiastic and uncompromising response to his headmaster's exhortation to adhere to the principles of Love, Liberty, Loyalty and Leadership. It is a puzzle to him, and a source of constant amusement to his more worldly-wise friends, that, merely by living according to these principles, he inevitably seems to meet disaster – head on! His good intentions invariably cause riots and his large physique always seems to get in the way of other people, inflicting totally unintentional damage on them.

Expelled from school, sacked from two jobs, arrested for fomenting a political riot, Candy decides that the Army offers him the only chance to live according to his ideals. So, lured by the glorious vision of his father who had died on active service while singlehandedly saving his comrades from a bloodcrazed mob, Candy heads for his desert posting – and inevitable catastrophe.

There is much here to entertain the teenage reader – not least the amiable, disaster-prone hero and his outrageous companion, Lord John. Pleasing too is Robert Leeson's forthright tone, his convincing dialogue and his dry, rather cynical humour which is nowhere more successful than in his evocation of army life in the early fifties.

Candy For King has all the elements of a tall story; Candy himself and many of the incidents engagingly stretch credulity to the limits. At the same time the questions raised – the search for a code to live by, the nature of freedom, the need for, and the danger of, illusions – are deeply serious. Yet I can't help feeling that these disparate elements rather than complementing each other here often seem to work against each other and that the important issues, so nearly grasped, frequently seem to slip away into farce. Maybe life is like that, but in the end I was left feeling somewhat non-plussed as to the author's intentions in what is, nevertheless, an engaging and entertaining yarn.

Veronica Millington

RESOURCES

Neither more nor less

Wendy Body surveys comprehension materials

"When I use a word," Humpty Dumpty said in rather a scornful tone, "it means just what I choose it to mean – neither more nor less."
"The question is," said Alice, "whether you *can* make words mean so many different things."

Thus spake Humpty Dumpty and with some sense in the apparent nonsense. Just as single words take on their meanings according to context, so does text take on its meanings according to the individual reader's willingness and ability to reflect on what he is reading, and the richness or paucity of previous knowledge and experience he brings to bear in the process of emergent understanding that comes through his interaction with text.

In a perfect world we would all ensure the match of readability and experience for every pupil and every book, we would all have the time, energy and expertise to ensure that every pupil makes the most of every reading experience, be it for pleasure or information. We would provide a variety of text-based activities and facilitate the purposeful discussion that so enhances and encourages comprehension. We can but try.

Being less than perfect pedagogues, most of us turn at some time to published comprehension/reading development resources in an effort to help pupils read with understanding and develop the necessary flexibility of approach to text. More and more of us must be turning because the last two or three years have seen a real growth in the publishing of such resources. There is much that is useful, some that is mediocre, and some that is very disappointing.

As with every published resource, however, the success of even the best will be determined by the skills and insights of the teachers who are using them. Hopefully all such resources are being used to supplement and never to replace all the varied activities and techniques that teachers devise to help pupils get to grips with real books. It cannot be stressed too often that the reader's ability to comprehend is not a static one – it varies from text to text – and that the skills that are practised in artificial isolation may not necessarily transfer to the "real" world of books and learning.

Bearing all the caveats in mind, what follows is a brief and selective look at *some* of the more recently published and useful resources intended for comprehension and reading development work at junior and secondary level. Unless otherwise stated the resources are mainly suitable for average readers at top junior/lower secondary level.

ON LINE, Arnold-Wheaton 1983 (Spirit Duplicator Masters).

On Line consists of 60 original fiction and non-fiction cloze passages for secondary pupils. Single word deletions are used and are of the follow types: verbs and adverbs, nouns, adjectives and random (every tenth word). The passages vary not only in content but in quality. There are a few which seem to finish in mid air – presumably with the intention that pupils develop/complete the stories for themselves, although this is not mentioned in the teacher's notes.

The teacher's notes are brief, practical and stress the importance of discussion, even going so far as to give detailed suggestions as to how the material may be used with small groups.

There are some novel touches to *On Line*: a passage for teachers to try first, score sheets and record sheets. The best idea of all is the pupil instruction sheet (complete with illustrations which are repeated as reminders on all the passages) which summarizes the procedure set out for teachers to use in their initial instruction.

Verdict: Could be a useful resource.

A QUESTION OF READING, Arnold-Wheaton 1981/82.

Four books aimed at 11 to 14 year-olds of average and above average ability, consisting of original short stories (with some non fiction in books 3 and 4) together with black and white line/photographic illustrations. The tasks which are varied and interesting are based on the categories outlined in Barratt's Taxonomy (literal comprehension, re-organizational, inferential, evaluative, appreciative). The books could be useful in helping pupils to develop a variety of reading strategies.

Verdict: Good.

STORYLINE, Arnold-Wheaton 1981.

Two books of original short stories aimed at the 10 to 13+ age range. The black and white line/photographic illustrations are by one of the authors and are an integral feature of the books. The stories are particularly aimed at reluctant readers, but the books can be used in a mixed ability setting. The emphasis is on inferential comprehension activities and discussion and as plots unfold pupils are invited to predict developments and judge outcomes.

Verdict: As co-author, this reviewer cannot be totally objective so you must make up your own minds!

I SEE WHAT YOU MEAN, Oliver and Boyd 1982.

These two books give practice in reading, comprehending, re-organizing and summarizing various types of factual information. Pupils are shown how to construct their own diagrammatic outcomes/models as well as interpreting information contained in given models.

Clear and explicit instructions for both pupils and teachers cover picture models, comic strips, plans, hierarchies, cycles, flow diagrams, graphs, grids, and time lines. This is a welcome resource, which has identified a real gap in published materials.

Verdict: Very useful.

CONTEXT READING, Oliver and Boyd 1983.

Level 1 Pupil's Books and Skillmasters (SDM's Levels two and three and Teacher's Guide to follow.

Context Reading consists of fiction and non-fiction passages, with a variety of illustrations including maps and plans to interpret. A range of writing styles is used in the pupils' source book and the questions encourage discussion as well as checking/helping comprehension. The Skillmasters are an essential and lively follow-up to each section in the book. There is a variety of tasks which are designed to focus attention on the range of skills required to process the information in the book and to develop the skills of locating information needed to follow up the topics which have been introduced.

Verdict: Innovative and very useful at top primary stage.

14 The King Of The Jungle

There's a lion in the jungle who goes ROAR, ROAR, ROAR,
and the monkeys think that he's a crashing BORE, BORE, BORE,
and the elephants are likely to get SORE, SORE, SORE,
when they hear the lion roaring with his ROAR, ROAR, ROAR.

"You're making too much noise, you KING, KING, KING."
"Yes," cried all the others, "can't you SING, SING, SING?"
"Or be quiet like the raindrops and PING, PING, PING?"
"You really are a noisy KING, KING, KING."

The king of the jungle said "ROAR, ROAR, ROAR,"
and hit the ground with his PAW, PAW, PAW.
"I don't believe there's a LAW, LAW, LAW,
against a king in his jungle going ROAR, ROAR, ROAR."

(From *Once There Was a Boy and Other Stories* by Malcolm Carrick)



From "Reading Well".

READING WELL, Oliver and Boyd 1983.

Four books of extracts from fiction and non-fiction texts accompanied by questions and activities. Interspersed throughout the books are skills pages designed to aid the teaching of specific skills such as skimming, re-organizing main ideas, using context clues, distinguishing between fact and opinion, re-organizing cause and effect etc. Attractively illustrated in both black and white and full colour. Some similarity to *Directions* and *More Directions* (same author).

Verdict: Could be useful for the junior age range.

TAKEN FROM LIFE, Edward Arnold 1981.

Simplified extracts from works of popular biography illustrated by black and white photos. The exercises accompanying each extract have a heavy emphasis on literal comprehension skills. Book 1 concerns people who have accepted challenge in some form, and Book 2 is about animals.

Verdict: Good of its kind, useful "remedial" resource.

NEWSMAKERS, Edward Arnold 1981.

Four books each containing about 30 non-fiction passages describing a variety of events, exploits and mysteries. There are a large number of exercises following each passage: literal and inferential comprehension-questions, vocabulary extension, and activities for spelling and punctuation.

Verdict: Again, good of its kind.

18

What Happened to Noah's Ark



From "Newsmakers".

TWISTS, Edward Arnold 1981.

A book of 12 very short stories (some more successful than others) with black and white line illustrations and accompanying exercises. The reading level is about nine and the interest level slightly higher. There are at least three pages of exercises for each story, which concentrate on literal comprehension but also aim to stimulate creative writing.

Verdict: Not too bad.

SECRETS Edward Arnold 1982.

This book is for the 10–12 age range and consists of poems and extracts from "quality" children's fiction. It is intended to provide starting points for the group discussion which will encourage pupils to read more closely and critically. The emphasis is on inferential comprehension.

Verdict: Good, a useful resource.



From "Secrets".

WHAT DO YOU THINK? Edward Arnold 1982.

As above but intended for a slightly older age range of pupils.

Verdict: Good, a useful resource.

Edward Arnold have published several comprehension resources and it is worth having a look at "What the Papers Said", "What's That You're Reading?", Time to Think", and "Scraith and Scoopery", the latter basing its activities on poetry.

DEVELOPING COMPREHENSION, Basil Blackwell 1982.

Four books which are based on the five comprehension categories outlined by Barratt consisting mainly of extracts from children's literature. There are activities accompanying each extract using a welcome variety of techniques such as prediction, cloze procedure, sequencing as well as questions in which the need for small group discussion is stressed.

Verdict: Very good.

Space allows but a mention, but the following resources are all worth serious consideration:

Journey Into Books, Cassell (Junior)
Resource Readers, Holmes McDougall (Junior)
Puzzle Out Reading, Ward Lock (Junior)
Reading With Purpose, Nelson (Junior)
Mini Mysteries, LDA (Junior / Sec)
Comprehension Through the Newspaper, MacMillan (Sec/Adult)

In all this consideration of understanding, let us not forget the secondary pupil who, having read *Romulus Founded Rome*, was asked what it meant. He replied: "Well, he went over the hill and there it was."!

Wendy Body is Area Tutor, Bristol Reading Centre, Service For Special Educational Needs.



From "More Directions".

MORE DIRECTIONS, Oliver and Boyd 1982.

These two books are similar in format to *Directions*, but with more text and at a "higher" level. There are assignments intended to apply and extend the skills practised to a variety of contexts and the related skills are grouped together to avoid fragmentation. It is assumed that pupils have reached *at least* the level covered by *Directions 1*.

Verdict: Users of *Directions* will welcome this development to a popular series, and for those who do not know it, *Directions* is worth a look.

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Corrections deadline 10.30am Tuesday preceding Friday of publication.
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Nursery Education

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BARNET

(LONDON BOROUGH) REQUIRED FOR SEPTEMBER, 1983:- NURSERY TRAINED TEACHERS FOR THE FOLLOWING SCHOOLS:- QUEENSWELL INFANTS' SCHOOL Sweets Way, Whetstone N20 ONG Roll 248. THE HYDE INFANTS' SCHOOL The Hyde NW9 6LE Roll 192. Only applicants with relevant training will be considered. Scale 1. In approved cases assistance may be given towards the payment of removal expenses and separation allowances. Application forms (s.a.e.) obtainable from The Director of Educational Services, Town Hall, Friern Barnet N11 3DL to be returned to the Head Teachers at the schools as soon as possible. (15518) 100026

LONDON BOROUGH OF BRENT CHALK HILL INFANTS' SCHOOL Barnhill Road, Wembley HA9 9YP (Roll 147, Social Priority School) Required from September NURSERY TRAINED TEACHER (Scale 2) Nursery Unit. Roll: 22 part-time plus nine extended day places. A suitably experienced and enthusiastic teacher committed to nursery education to be in charge of an attractive, modern, purpose built nursery unit. Ability to work with and organise three N.N.E.B.'s and a part-time auxiliary helper, who complete the team, is essential. London Allowance of £939 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural Education. Application forms (sae) obtainable from the Head Teacher returnable within ten days. (13545) 100026

LONDON BOROUGH OF BRENT BRAINTCROFT INFANT SCHOOL Warren Road, NW2 7LL (Roll: 288) Required from September NURSERY TEACHER (Scale 1) to work in a 60 place Nursery Unit under the direction of the Head of Nursery Department. Music an advantage. A commitment to teaching children from minority ethnic groups essential. London Allowance of £939 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural Education. Application forms (sae) obtainable from the Head Teacher returnable within 10 days. (14501) 100026

BRENT

LONDON BOROUGH OF BRENT ST. ANDREWS C.E. INFANTS SCHOOL Chaplin Road, NW2 5PP (Roll 161, Social Priority School) Required from September experienced NURSERY TEACHER (Scale 2) to take charge of the Nursery Unit (Anglican Communicant preferred). London Allowance of £939 per annum is payable. Brent is fundamentally committed to Multi-Cultural education. Application forms (sae) obtainable from the Head Teacher, returnable within ten days. (13549) 100026

COUNTY COUNCIL EDUCATION DEPARTMENT Maidstone Division BELL WOOD CP INFANTS' SCHOOL Furfield Close, Park Wood, Maidstone ME15 9JR Required January 1984 Qualified Nursery Teacher to work in Nursery Unit which takes 80 part time pupils; a number of physically handicapped children are integrated into the Unit. For further details and application form write to the Head Teacher (s.a.e.). (14439) 100026

LONDON SW15

IBSTOCK PLACE SCHOOL Clarence Lane, Roehampton (Demonstration School of the Froebel Institute) Required this September, a well qualified .6 NURSERY TEACHER, mornings only. Scale 2 equivalent may be offered to an exceptional candidate. (There is also a Home Economics vacancy for the afternoon sessions in the Senior Department which might interest the Nursery applicant.) The Nursery class forms part of a beautifully appointed primary unit on the edge of Richmond Park. Ideal post for a married person returning to teaching. Burnham plus Inner London Weighting. Apply immediately by letter with c.v. and names of 2 referees to the Headmaster. (13983) 100026

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT WYBOURN NURSERY SCHOOL Eaton Place, Sheffield S2 5ET Required for September or as soon as possible, thereafter, an experienced nursery teacher (Scale 2) to take responsibility for curriculum development at this nursery school. This is an open plan nursery school with 65 fte places. The school has close links with the local community and considerable parental involvement. Application forms from the Chief Education Officer, (Teachers Division), PO Box 67, Leopold Street, Sheffield S1 1RJ to whom they should be returned by Tuesday 19 July 1983. (14418) 100026

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL OUR LADY OF VICTORIES PRIMARY SCHOOL (5 - 11) Guardhouse Keighley (Group 4B) Applications are invited for the post of Headteacher of the School. There are 220 pupils on roll and 30 nursery places. It is an SPA School. Applicants should be suitably qualified Roman Catholics. The appointment will commence on 1st January 1984. Application forms and further information (s.a.e. please) from the Directorate Personnel Office, 4th Floor, Provincial House, Bradford BD1 1NP. Completed application forms should be returned to the Rev. K. Griffin, Our Lady of Victories, West Lane, Keighley BD22 6EB by 29th July 1983. Reference ET 67183/TRS. Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (14980) 110010

DEVON

Please see displayed advertisement on page 45 (14532) 110010

BUCKINGHAMSHIRE

WYCOMBE AREA ST. JOHN'S C.E. (V.A.) COMBINED SCHOOL Lacey Green, Aylesbury HP17 0PL Appointment of Headteacher - Group 4 Applications are invited from qualified and experienced teachers who are committed and active communicant members of the Church of England for appointment from January, 1984. (one referee quoted should be the Parish Priest). This is a re-advertisement and previous applicants will be reconsidered. Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases. Application forms and further particulars from Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks, on receipt of stamped addressed envelope, to be returned to Chairman of Governors, Reverend P. Maynard, The Vicarage, Lacey Green, Aylesbury, Bucks HP17 0PL by 25th July, 1983. (14954) 110010

COVENTRY

CITY OF COVENTRY PARADISE NURSERY SCHOOL (accommodation for 80 full time pupils 3 - 4 years) Applications are invited from experienced teachers, preferably with Nursery training and/or experience for appointment to a Scale 2 Salary Post for duties as second in charge of the school. Pupils are admitted on a full or part-time basis and staff work on a team teaching basis. The school is open throughout the day from 8.15 a.m. - 4.15 p.m. and is much involved in community work. Currently some 85% of the children are from families originating overseas, mainly the Indian subcontinent, Africa and the West Indies. Application forms from Director of Education, Council Offices, Earl Street, Coventry CV1 5RS (Tel. No. (0203) 25555 Ext. 2446) returnable by Monday, 18 July. Canvassing automatically disqualifies. An Equal Opportunity Employer. (15793) 100026

SCALE 2 NURSERY TEACHERS

Inner City Partnership Posts

Applications are invited from suitably qualified teachers for secondment from nursery and primary schools for a limited period to work in the following Social Service Department Day Nurseries:

(i) Claremont Day Nursery (Sparkhill Ward)
(ii) Soho Road Day Nursery (Handsworth Ward)

Application forms and further details from the Chief Education Officer, Staffing Branch, Room 311, Margaret Street B3 3BU, to whom application forms should be returned within two weeks of the appearance of this advertisement.

BIRMINGHAM CITY COUNCIL

Primary School Education

Headships

CAMBRIDGESHIRE

CAMBRIDGE AREA MILTON C.E. CONTROLLED PRIMARY SCHOOL Applications are invited for the HEADSHIP of this Group 4 school to commence in January (154 on roll). Details and form of application from Senior Area Education Officer, Shire Hall, Gloucester Street, Cambridge CB3 0AP (S.A.E. please). Returnable by 18th July. (15648) 110010

Multicultural Support Service

TEACHERS

required to develop English as Second Language in Nursery Schools

Applications are invited from suitably qualified and experienced teachers to develop English as a Second Language in Nursery Schools.

A thorough understanding of Language Development, and Early Childhood Education essential.

Ability to speak Punjabi, Urdu or Bengali would be an additional asset.

Closing date 15th July 1983.

Further details and application form (please send s.a.e.) from the Chief Education Officer, Multicultural Support Service, Bordesley Centre, Camp Hill, Birmingham B11 1AR.

BIRMINGHAM CITY COUNCIL

Wiltshire

PRIMARY EDUCATION
HEAD TEACHER
AMESBURY
Christ the King RC Aided School
Group 5 NOR 249
RE-ADVERTISEMENT

Head Teacher required for this Catholic Primary School housed in modern premises, serving the Parish of Amesbury and children of Catholic Servicemen in Bulford, Larkhill, Tidworth and Boscombe Down. Amesbury lies in the Avon Valley to the North of Salisbury in an area of great historical, geographical and archaeological interest.
Application form and further details (SAE please), from the Chief Education Officer, Education Department, County Hall, Trowbridge BA14 8JB and returnable to Rev. J. Quinn, Chairman of Governors, 3 London Road, Amesbury by the 31st July.
Previous applicants will be reconsidered and need not re-apply.

SCALE 1 POST
Warminster, St. John's CE Controlled Primary School
Boreham Road, Warminster BA12 NJY
Group 4 NOR 140

Required from September 1983 for one year an imaginative and enthusiastic teacher for Juniors.
Written letters of application to be sent as soon as possible to the Head Teacher stating age, giving particulars of education, training, experience, personal interests and specific curriculum expertise and also the names and addresses of two referees.

HEADTEACHER

DOGGETTS COUNTY PRIMARY SCHOOL (Group 4), The Boulevard, Rochford, Essex

Closing date: 29th July, 1983.
Removal and disturbance allowance scheme in operation.
Please send foolscap s.a.e. for application form and further details to County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

ESSEX County Council

HEADSHIPS
From January 1984

HILLBOROUGH JUNIOR SCHOOL,
Hillborough Road, Luton, Bedfordshire LU7 5EZ
Group 4

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Junior School.
Estimated number on roll January 1984: 159 children aged 7–10+ years.

NORTON ROAD PRIMARY SCHOOL,
Norton Road, Luton, Bedfordshire LU2 2NX
Group 4

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Primary School.
Estimated number on roll January 1984: 227 children aged 4–10+ years.

Application forms and further details available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford MK42 9AP.

The closing date for both posts is 15th July, 1983.

Bedfordshire

PRIMARY HEADSHIPS
continued

BUCKINGHAMSHIRE

WYCOMBE AREA BOWERDEAN NURSERY SCHOOL Gordon Road, High Wycombe Appointment of Headteacher - Group 1 Applications are invited for the Headship of this Group 1 Nursery School for appointment from January 1984. This is a re-advertisement and previous applicants will be reconsidered. Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases. Application forms and further particulars from Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks, on receipt of stamped addressed envelope, to be returned by 25th July, 1983. (13567) 110010

DORSET

MOORDOWN ST JOHN'S C.E. (AIDED) PRIMARY SCHOOL Vicarage Road, Bournemouth Required January 1984, *Headteacher for this Group 4 school.* Communicant member of Church of England preferred. Details and application forms from and returnable to the Clerk to the Governors, 2 Ferncroft Gardens, Bournemouth BH10 6BZ (on receipt of S.A.E.). Closing date 22nd July 1983. (00189) 110010

DORSET

MARSHWOOD CE (AIDED) PRIMARY SCHOOL Marshwood, Bridport HEAD TEACHER (Group 1) required from January 1984. Further details and application forms, returnable by 22nd July, from the Education Staffing Officer, County Hall, Dorchester DT1 1JX (foolscap sae). (14786) 110010

GLOUCESTERSHIRE

Head Teacher required from 1st January 1984 at Whaddon Junior School, Stroud Road, Gloucester. Group 3. 147 on roll. 7 - 11 years. Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester GL1 2TP (enclose s.a.e.). (14827) 110010

HAMPSHIRE

CROFTON, ANNE DALE COUNTY JUNIOR SCHOOL Required 1st January 1984 - HEAD TEACHER - Group 6 Send s.a.e. to Area Education Officer, Fareham/Gosport Area Education Office, Walpole Road, Gosport, Hants. PO12 1BU. Closing date 19th July 1983. (00543) 110010

HAMPSHIRE

HURSTBOURNE TARRANT C.E. (CONTROLLED) PRIMARY SCHOOL Hurstbourne Tarrant, Andover SP11 0AX Required January 1984, Group 3 - Headteacher. S.a.e. for application form/further details:- Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke RG21 1LU. Closing date for receipt of completed applications 2nd August, 1983. (14438) 110010

HERTFORDSHIRE

HILLSIDE JMI SCHOOL Hazlewood Lane, Abbots Langley, Watford Applications are invited from suitably qualified and experienced teachers for this Group 6 Headship from January 1984. Application form and further details from the Divisional Education Officer, Little Cassiobury, 31 Hempstead Road, Watford (please enclose s.a.e.) to be returned by 22nd July 1983. (13658) 110010

HERTFORDSHIRE

FLEETVILLE JM SCHOOL Hatfield Road, St. Albans AL1 4LW Group 5 HEAD TEACHER Required for January 1984. Application form and further particulars from Divisional Education Officer, County Council Offices, Civic Centre, St. Albans AL1 3JZ on receipt of sae. (14116) 110010

HERTFORDSHIRE

SKYSWOOD JMI SCHOOL Chandlers Road, St. Albans AL4 9RS Group 4 HEAD TEACHER Required for January 1984. Application form and further particulars from Divisional Education Officer, County Council Offices, Civic Centre, St. Albans AL1 3JZ on receipt of sae. (14117) 110010

HUMBERSIDE

EDUCATION COMMITTEE Required for January, 1984 HEAD for GRANGE FIRST SCHOOL Cambridge Road, Grimsby, South Humberside N.O.R. 255 Group 5 (including 29 full-time and 53 part-time Nursery pupils) Age range 5 - 8 Application forms and further particulars are obtainable *from the Director of Education* (HQ Staffing), County Hall, Beverley, North Humberside HU17 9BA. (Tel: (0482) 867131, Ext. 3317) to whom completed forms should be returned not later than Monday, 18th July, 1983. (13508) 110010

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT Medway Division ST. JAMES' C.E. (AIDED) PRIMARY SCHOOL Isle of Grain, Rochester, Kent ME3 0BS *Roll: 135 Group: 3* Appointment of Head Teacher Required for January 1984. Active communicant member of the Church of England preferable. Further details and application forms available from the Clerk of Governors, at St. James' C.E. Primary School, to whom applications should be made by 22nd July, 1983. RE-ADVERTISEMENT: PREVIOUS APPLICANTS WILL AUTOMATICALLY BE RECONSIDERED. (14440) 110010

LANCASHIRE

COUNTY COUNCIL AN EQUAL OPPORTUNITIES EMPLOYER Education Department LYTHAM C.E. (AIDED) Lytham, St. Anne's (165 on Roll) 1st January, 1984 HEADTEACHER - GROUP 4 Application form and addresses to whom completed form should be sent, send SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ. Closing date: 14th July, 1983. (14553) 110010

SOLIHULL

EDUCATION COMMITTEE BURMAN INFANT SCHOOL (Group 5) Velsheda Road, Shirley, Solihull, West Midlands B90 2JW HEAD TEACHER Required January 1984:- Send S.A.E. to Director of Education for details and application form, PO Box 20, Council House, Solihull, West Midlands B91 3QU. Closing date 29th July 1983. (14566) 110010

SOMERSET

NETHER STOWEY C.E.V.C. PRIMARY Nr. Bridgwater

For January 1984, Head for this group 3 school.

Application form and details (sae) from The Staffing Section, Education Department, County Hall, Taunton TA1 4DY.

Amended closing date 18 July 1983. (14821) 110010

Deputy Headships Second Masters/ Mistresses

BROMLEY

LONDON BOROUGH OF BROMLEY ANERLEY INFANTS' SCHOOL Anerley Road, Anerley, London SE20 8AX *Required for September 1983* for one term in the first instance and possibly for a further two terms, ACTING DEPUTY HEAD TEACHER, GROUP 3. Application form's available from the Headmistress at the school (foolscap s.a.e. please). Completed forms should be sent to the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB by 19th July 1983. (14518) 110012

BUCKINGHAMSHIRE

Milton Keynes Area GERMANDER PARK COUNTY FIRST SCHOOL 1 Germander Place, Conniburrow, Milton Keynes MK14 7DU Deputy Headship - Group 4 Required from January 1984 an experienced and enthusiastic teacher to take on the role of Deputy Headteacher at this purpose-built first school, opened 1980. Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. Application forms and further details are available from J.A. Ginnever B.Sc., M.Ed., Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (14332) 110012

DORSET

ST ANDREW'S CE (AIDED) PRIMARY SCHOOL Preston, Weymouth DEPUTY HEAD TEACHER (Group 5) required from January 1984. Application forms, returnable to the Headmaster by 29 July, and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap sae). (14281) 110012

ESSEX

WILLIAM MARTIN C.E. (CONT.) INFANTS SCHOOL Tawneys Road, Harlow (Roll 129) Tel: Harlow 24122 DEPUTY HEAD, GROUP 4 Required for September 1983 or January 1984. Well qualified, experienced and enthusiastic teacher for Deputy Head post. Applicants should state particular interests and abilities. Closing date: 18th July, 1983. Further details and application form from and returnable to the Area Education Officer, St. John's Road, Epping (foolscap s.a.e. please).

ST. JOSEPH'S R.C. (AIDED) PRIMARY SCHOOL Trinity Square, South Woodham Ferrers Tel: Chelmsford 321828 (Roll 40) DEPUTY HEADTEACHER, GROUP 5 Applications are invited from practising Catholics. An experienced and enthusiastic teacher required to offer one or more of the following subjects - Boys' Games, Computer-Science, Music. Closing date: 22nd July, 1983. Application forms can be obtained from the Area *Education Office, Springfield Dukes*, Springfield Green, Chelmsford and returned to the Headteacher (foolscap s.a.e. please).

STEEPLE BUMPSTEAD COUNTY PRIMARY SCHOOL Church Street, Steeple Bumpstead, Haverhill, Suffolk CB9 7DQ (Roll 283) Tel: (044 084) 320. DEPUTY HEADTEACHER, GROUP 3 Suitably qualified, experienced and enthusiastic teacher of juniors required from January 1984. Applicants *should* state particular interests and abilities. Closing date: 22nd July, 1983. Application forms and details available from the Area Education Officer, Crossman House, Station Approach, Braintree, Essex, on receipt of s.a.e. (14398) 110012

HAMPSHIRE

FOXHILLS FIRST SCHOOL Foxhills Lane, Coldbury N.O.R. 194 Approx Deputy Headteacher Group 4 school Salary Scale currently £7,689 - £8,572 *Enthusiastic,* experienced teacher offering consultancy in Maths or Language. Music an advantage. Required January 1984 or earlier if possible. Application and curriculum vitae together with s.a.e. to Headteacher. (14917) 110012

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT Medway Division BALFOUR C P SCHOOL (INFANT DEPARTMENT) Pattens Lane, Rochester, *Kent* Applications are invited from suitably qualified, experienced and enthusiastic teachers for the post of DEPUTY HEAD. The post is available from September 1983. Applicants should state particular strengths and interests. Music an advantage. Please apply to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. (14461) 110012

HERTFORDSHIRE

BOXMOOR J.M.I. SCHOOL Cowper Road, Hemel Hempstead Required for January 1984, DEPUTY HEAD - GROUP 4. Re-advertisement: Applicants who applied in May can re-apply by letter only if they wish to be reconsidered. A well qualified and experienced teacher required for the post of Deputy Head, which has become vacant due to the present Deputy Head's appointment to a Headship. Opportunities given to gain experience in school administration and organisation to suitable candidate. Application forms and further details available from the Headmaster - Mr. R. A. Steddon, Boxmoor J.M.I. School, Cowper Road, Hemel Hempstead, Herts. Please enclose s.a.e. for reply. (13287) 110012

LINCOLNSHIRE

SPALDING COUNTY PRIMARY SCHOOL

Roll 304

Required for 1st January 1984. Deputy Head. Group 5.

Forms and details from the Headmaster at the school, Woolram Wygate, Spalding PE11 1PB, on receipt of a SAE, to whom forms should be returned as soon as possible. (13236) 110012

MERTON

LONDON BOROUGH OF MERTON EDUCATION COMMITTEE MERTON ABBEY PRIMARY SCHOOL High Path, Merton, SW19 2JY Headteacher: Miss M.B. Bareham Tel: 01-540 7129 Age Range: 5 - 9 years No. on Roll: 196 Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher in this Group 4 Primary School with a Nursery Unit, for appointment in September 1983. London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases. Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. CLOSING DATE: As soon as possible. (14483) 110012

MERTON

LONDON BOROUGH OF MERTON EDUCATION COMMITTEE LINKS PRIMARY SCHOOL *Frinton Road, London SW17 9EH* Headteacher: Mr. H. Gatley, B.A. Tel: 01-749 4567 Age Range: 5 - 9 years No. on Roll: 282 Required for January 1984 a Deputy Head for this Group 5 school, an energetic committed teacher preferably with experience of team/co-operative teaching. The successful candidate will be required to play a leading role in the development of this Social Priority Area, multi-ethnic school. London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases. Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. CLOSING DATE: As soon as possible. (15039) 110012

OXFORDSHIRE

COUNTY COUNCIL BARLEY HILL C.P. SCHOOL Lumsden Grove, Thame OX9 3DR Required for January 1984, a Deputy Headteacher for this modern Group 5 school, of flexible design. Applicants should be experienced teachers with a child centred approach and with the ability both to lead in curriculum and to set standards for the whole school. Application forms and further details available. SAE please. (14894) 110012

BARNSLEY METROPOLITAN BOROUGH COUNCIL
Required for January 1984

HEADTEACHERS
for

DUNFORD HAZLEHEAD J & I SCHOOL, Hazlehead, Crow Edge, Sheffield – Group 2
WOMBWELL HIGHFIELDS JUNIOR SCHOOL, Newsome Avenue, Wombwell, Barnsley – Group 5
CAWTHORNE CE (C) J & I SCHOOL, Taylors Hill, Cawthorne, Barnsley – Group 2
HOYLAND ELSECAR CE (C) J & I SCHOOL, Church Street Elsecar, Barnsley – Group 4
DODWORTH CE (A) INFANT SCHOOL, Green Road, Dodworth, Barnsley – Group 3
PENISTONE ST JOHN THE BAPTIST CE (A) JUNIOR SCHOOL, High Street, Penistone, Sheffield – Group 5

DEPUTY HEADTEACHERS
for

SPRINGVALE MIDDLE SCHOOL, High Street, Grimethorpe, Barnsley – Group 6
BRIERLEY CE (C) FIRST SCHOOL, Beech Close, Brierley, Barnsley – Group 3

Application forms and further details (SAE please) are available from the Education Officer, Education Offices, Berneslai Close, Barnsley S70 2HS.

Application forms for the Aided School posts at Dodworth and Penistone should be returned to the Reverend L. Derry, The Vicarage, Green Road, Dodworth, Barnsley S75 3RT and Mr. P. Hinchliff, Bump Hall, Barnsley Road, Penistone, Sheffield respectively. Forms for the remaining posts should be returned to the Education Officer and the closing date for all posts is 22nd July, 1983.

Applications for all the CE School posts will be particularly welcomed from teachers who are regular communicant members of the Church of England.

With the exception of the Aided School posts candidates who intend to apply for more than one post may submit one original application form together with a relevant number of photocopied forms if they wish.

CYNGOR SIR DYFED COUNTY COUNCIL

Required for 1st September 1983 or as soon as possible thereafter
Applications are invited from suitably qualified and experienced teachers for the post of

DEPUTY HEADTEACHER

at the undermentioned school
Re-advertisement
LAKEFIELD CP SCHOOL, LLANELLI
(Group 4)

This school has been formed as a result of the amalgamation of the former Lakefield Junior and Infant Schools. The successful applicant will be responsible for the organisation of Language Development throughout the 4–11 age range. Fluency in Welsh is essential.

Application forms are available on receipt of a stamped addressed envelope from the Area Education Officer, Area Education Office, 17 Goring Road, Llanelli to whom they should be returned by 21st July, 1983.

CARMARTHEN/WHITLAND/ST. CLEARS AREA

A Peripatetic Teacher of BRASS for schools in the above areas. Burnham Scale 1 for suitably qualified applicants; Instructors Scale A for non-qualified teachers. Essential car users allowance payable.

Applications by letter giving details of qualifications and experience to the Area Education Officer, Area Education Office, 1 Penlan Road, Carmarthen to whom they should be returned by 21st July, 1983.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed SA31 2NH.

PRIMARY DEPUTY HEADSHIPS

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
KERRY C.IN W. (AIDED) PRIMARY SCHOOL
Required for September 1983, or later as may mutually be agreed, a qualified Deputy Head Teacher. Salary scale group 4. (Ref: 689).
Application forms obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys, Powys LD1 5HA. Closing date 19th July, 1983. (14927) 110012

WEST SUSSEX
WHITE STYLES MIDDLE SCHOOL
White Styles Road, Sompting, Lancing
Group 5
DEPUTY HEAD required for January 1984 for this purpose built Middle School (8 - 12 years). Applicants should, apart from being competent teachers in the basic subjects, be able to co-ordinate any required area of the curriculum.
Form and details from Headteacher on receipt of s.s.f.e. (14434) 110012

Heads of Department

BEXLEY
LONDON BOROUGH
ST. STEPHEN'S R.C. PRIMARY SCHOOL
Welling.
Roll 268. Group 5.
Required for 1st January 1984, or earlier if possible, a well qualified, experienced Infant teacher to take responsibility for the Infant Department. Scale 3 post available.
Responsibilities will include organisation and curriculum development of Religious Education and the ability to offer Music would be an advantage. Catholic teacher's certificate essential.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms and further details available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4BN, enclosing a foolscap s.a.e. (13258) 110018

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
SUDBURY INFANTS SCHOOL
Watford Road, Wembley HA0 3EY
(Roll: 296)
Required from September - Experienced INFANT TEACHER (Scale 2) who can initiate and extend MUSIC throughout the school. Must be a Piano player.
Application forms (sae) obtainable from the Head Teacher, returnable within 10 [illegible]
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education. (04900) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
WARREN ROAD PRIMARY SCHOOL
Warren Road, Orpington, Kent BR6 6JF
Tel: Farnborough 53798
Roll: 640
Required for January 1984 (or September 1983 if possible) suitably qualified and experienced Junior teacher to lead a team with four Scale 2 post holders in the Aesthetic Education Department of this large Primary School. The successful applicant will be expected to run the school's orchestra, a choir and be a curriculum year group leader. An interest in Art and Craft would be an advantage. Scale 3 Post. LONDON AREA ALLOWANCE: £615.
Application forms and further details from the Headmaster at the school to whom completed forms should be returned. Closing date: 19th July, 1983. (14515) 110020

CAMBRIDGESHIRE
DOWNHAM FEOFFEES (C) PRIMARY SCHOOL
Class Teacher for middle Juniors required for January 1984. Scale 2. Responsibility for the development of Language and reading skills throughout the school.
Application form and further details from the Headteacher, Main Street, Little Downham, Ely, Cambs. CB6 2ST (SAE). (14993) 110020

EALING
LONDON BOROUGH
EDUCATION SERVICE
OAKLANDS FIRST SCHOOL
Oaklands Road, Hanwell, W7 2DP
Required for September 1983 an experienced TEACHER with particular interest in SCIENCE AND ENVIRONMENTAL STUDIES. Scale 2 post available for suitably qualified candidates.
Application forms from the Head Teacher to be returned to the school by 22nd July. (13547) 110020

EAST SUSSEX
RINGMER COUNTY PRIMARY SCHOOL
Lewes Road, Ringmer, Lewes BN8 5LR
Roll 365
Required from January 1984 full-time teacher of Science/Art (Scale 2). Because of promotion we need an energetic teacher prepared to teach any age group, participate in full life of school, eg. some sport or music etc and ideally lead in science and art. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1SG to be returned to the Head Teacher without delay. (15049) 110020

ESSEX
KIRBY LE SOKEN C.P. SCHOOL
(Roll 160)
Halstead Road, Kirby Cross, Frinton-on-Sea
Tel Frinton-on-Sea 4056
JUNIOR TEACHER Scale 2
Required for January 1984 - for Music (Pianist).
Application forms and further details available from the Headteacher (foolscap s.a.e. please). (15035) 110020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Dover Division
ST RICHARD'S RC PRIMARY SCHOOL
Castle Avenue, Dover
(Group 5) Mixed Juniors and Infants
Due to promotion - Teacher required for September 1983.
A practising Roman Catholic with Certificate of Religious Education preferred. Will be responsible for Boys' Games.
Applicants should be interested in all aspects of the curriculum and should state their strengths in the curriculum area. Scale 2 available for suitable applicant.
Letters of application with full curriculum vitae to the Chairman of Governors, St. Richard's RC Primary School, Dover with names and addresses of two referees. (14443) 110020

LEICESTERSHIRE
COTTESMORE CP SCHOOL
RAF Station, Cottesmore, Oakham, Leics.
SCALE 1/2
Required August or January a good class teacher to work with 3rd and 4th year Juniors, with the ability to play the piano. An interest in Primary Science an advantage. Scale 2 may be available to the successful candidate.
Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (13233) 110020

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
BENEDICT PRIMARY SCHOOL
Church Road, Mitcham, Surrey CR4 3BE
Headteacher: Mrs. E.M. Paul
Tel: 01-648 4726 [illegible] dedicated teacher, Scale [illegible] for this senior post in the school. The person appointed will be expected to play a major role in curriculum development with a particular interest in Language, Literacy and Library. A willingness to participate in school journeys would be an advantage.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (15037) 110020

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
SACRED HEART R.C. PRIMARY SCHOOL
Burlington Road, New Malden, Surrey KT3 4ND
Headteacher: Mr. J.J. Hawkins
Tel: 01-942 0215
Age Range: 5 - 9 years
No. on Roll: 132
Required for September 1983 or January 1984, an experienced teacher to assume responsibility for Mathematics and Science, Scale 2 post. Applicants should be practising Catholics and experienced in First School teaching.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: As soon as possible. (14487) 110020

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:-
NORBRIDGE PRIMARY SCHOOL
Stanley Street, Worksop, Notts S81 7HX
Headmistress: Mrs. D.J. Bennett Roll: 303 (including Nursery)
For September, or as soon as possible thereafter, nursery teacher (Scale 2) required for 60 place nursery unit. The person appointed should have experience of nursery work and will be responsible for the development of the nursery curriculum.
Please apply by letter to the Headmistress at the school, as soon as possible. (14454) 110020

Scale 1 Posts

AVON COUNTY
BIRDWELL JM & I SCHOOL
Hollis Close, Long Ashton, Bristol BS18 9AZ
Required for 1 September 1983, a young enthusiastic teacher, for junior aged children, willing to take responsibility for Music and Girls' Games. Proven successful classroom practice essential. An interest and skills in Science and/or Art and Craft would be an advantage and willingness to become involved in extra-curricular activities and outdoor education would be an added recommendation. Scale 2 available for suitable applicant.
Letters of application to the Headteacher immediately giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (14956) 110022

BRENT
LONDON BOROUGH OF BRENT
CHAMBERLAYNE WOOD JUNIOR MIXED AND INFANTS SCHOOL
Chamberlayne Road, NW10 3NT
(Roll 308. Social Priority School)
Required from September - INFANT TEACHER (Scale 1). Piano player an advantage but not essential.
PART-TIME (0.5) INFANT TEACHER. Piano player an advantage but not essential.

OLIVER GOLDSMITH INFANTS SCHOOL
Coniston Gardens, NW9
(Roll 157)
Required from September - Experienced INFANT TEACHER (Scale 1).
Experienced INFANT TEACHER (Scale 1). Music an advantage.
NURSERY TRAINED TEACHER (Scale 1) for a part time (mornings only) Nursery. To work in close co-operation with staff in the Infant School in the afternoons.

SUDBURY INFANTS SCHOOL
Watford Road, Wembley HA0 3EY
(Roll: 296)
Required from September - Enthusiastic TEACHER (Scale 1) for a RECEPTION CLASS. Experience of Nursery/Infant Class preferred.
An experienced INFANT TEACHER (Scale 1). Knowledge of teaching English as a Second Language an advantage.

WEMBLEY MANOR INFANT SCHOOL
East Lane, Wembley HA9 7NW
(Roll 205)
Required from September - Capable, hard-working, enthusiastic and caring INFANT TRAINED TEACHER (Scale 1) to teach RECEPTION CLASS. Experience of 'Breakthrough to Literacy' an advantage. Visits to the school can be arranged.
London Allowance of £939 [illegible] from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (04899) 110022

BRENT
LONDON BOROUGH OF BRENT
OUR LADY OF LOURDES R.C. JUNIOR MIXED AND INFANTS SCHOOL
Wesley Road, NW10 8PP
(Roll: 325 plus Nursery)
Required from September - TEACHER (Scale 1) to join a team of seven in the Junior Department. Practising Catholic required. Willingness to take boys games a distinct advantage. This is a happy, well ordered school housed in a modern semi open-plan building where the teachers employ the best of traditional and modern teaching methods to obtain the appropriate environment for learning.
London Allowance of £939 per annum is payable.
Brent is fundamentally committed to Multi-Cultural education.
Application forms (sae) obtainable from the Head Teacher, returnable within ten days. (13546) 110022

BROMLEY
LONDON BOROUGH OF BROMLEY
CROFTON INFANTS' SCHOOL
Town Court Lane, Orpington, Kent BR5 1EL
Required for September 1983, an enthusiastic Infants' teacher.
Application forms available from the Headmistress at the school (foolscap s.a.e. please), to whom completed forms should be returned by 19th July 1983. (14507) 110022

BROMLEY
LONDON BOROUGH OF BROMLEY
ST. VINCENT'S R.C. PRIMARY SCHOOL (AIDED)
Harting Road, Mottingham, London SE9 4JR
Required for September 1983, teacher for Lower Juniors, Scale 1. Applicants must be practising Roman Catholics.
Application forms available from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 15th July 1983. (14516) 110022

BROMLEY
LONDON BOROUGH OF BROMLEY
WARREN ROAD PRIMARY SCHOOL
Warren Road, Orpington, Kent BR6 6JF
Required for September 1983, an enthusiastic and experienced Infants teacher to take a Reception class.
Application forms and further details available from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 19th July 1983. (14513) 110022

BROMLEY
LONDON BOROUGH OF BROMLEY
HIGHFIELD JUNIOR SCHOOL
South Hill Road, Shortlands, Bromley, Kent BR2 0RL
Required for September 1983, teacher for Juniors. Ability and willingness to take Music and extra-curricular musical activities essential.
Application forms and further details available from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 19th July 1983. (14509) 110022

CAMBRIDGESHIRE
HUNTINGDON AREA
ST MARYS CE (A) SCHOOL
Wintringham Road, St Neots, Cambs.
Teacher required for September, Scale 1, responsible for Music and girls games and interest in curriculum development.
The Governors are looking for a committed communicant member of the Church of England who is also sympathetic to the ideas of a Church Aided School.
Please write to the Headmaster (no forms) enclosing curriculum vitae. Closing date 14 July 1983. (14985) 110022

CAMBRIDGESHIRE
CAMBRIDGE AREA
There are a number of Scale 1 full time and part time vacancies for experienced teachers available from September.
Please write for list.
Application form and list from Senior Area Education Office, Gloucester Street, Cambridge CB3 0AP (s.a.e. please). (15831) 110022

DEVON
Please see displayed advertisement on page 46 (14537) 110022

EALING
LONDON BOROUGH
EDUCATION SERVICE
SELBORNE FIRST AND MIDDLE SCHOOL
Conway Crescent, Perivale, Greenford UB6 8JD
Temporary appointment 1983/84. A part time teacher (0.8) for French required for this new Combined School in September. Ability to work across both First and Middle departments would be an advantage.
Pro rata Scale 1 and £939 London Weighting.
Application forms (SAE) from Head Designate, Mrs M. Hicks, Downe Manor First School, Raynera Crescent, Northolt, to be returned by 15 July 1983. (13853) 110022

HERTFORDSHIRE
NORTH HERTS. MUSIC SCHOOL
Highbury Road, Hitchin [illegible]
Required for September 1983, PRIMARY MUSIC SPECIALIST, Scale 1, to work in a number of schools each week, principally in rural areas. An experienced teacher is sought who has sufficient knowledge of primary schools and the personal musical expertise to contribute confidently to the development of music in the primary field.
Applicants must be car drivers. A casual car allowance is available for this post.
Apply to Mr. R. Pope, Principal, at the North Herts. Music School, from whom further details are available. (14834) 110022

HERTFORDSHIRE
ST. JOHN'S R.C. JMI SCHOOL
Limekiln Lane, Baldock, Herts. SG7 6PG
Required for September 1983, an enthusiastic Teacher for a lower Junior class. The Governors wish to appoint a person who is a practising Catholic. Ability to play the piano is essential.
Letters of application, with curriculum vitae, and names and addresses of two referees, should be sent to the Headmistress at the School. (14836) 110022

MERTON
LONDON BOROUGH OF MERTON
Education Committee
MORDEN PRIMARY SCHOOL
London Road, Morden, Surrey
Headteacher: Miss J. Robinson
Tel: 01-648 4168
Age Range: 5 - 9 years
No. on Roll: 130
Required for September 1983 a Scale One Teacher for the Reception Class in a very large, well equipped classroom. An interest in Gymnastics an added recommendation.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (14478) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
ST. JOHN FISHER R.C. PRIMARY SCHOOL
Grand Drive, SW20 9NA
Head Teacher: Mr. P.A. Rodgers
Tel: 01-540 9637
Age Range: 4 - 9 years
No. on Roll: 310
Required for the Autumn Term only a Scale 1 teacher for second year Infants. Practising Catholic essential.
London Allowance £939.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (14475) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
ROMANBY COUNTY PRIMARY SCHOOL
Northallerton
Required from 1st September 1983 until 31st August 1984, a suitably qualified and enthusiastic teacher for top juniors, Scale 1 at above school. An interest in games and/or ability to play the piano an advantage. New entrants welcome to apply.
This is a temporary one year post due to the secondment of a permanent member of staff.
Send stamped addressed envelope for application form to the County Education Officer, County Hall, Northallerton DL7 8AE to whom completed forms should be returned by 18th July 1983. (14929) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
FELLISCLIFFE COUNTY PRIMARY SCHOOL
NR HARROGATE
Required for September, or as soon as possible thereafter, an infant teacher for 5 - 7 year olds in a two teacher county school. Interest in infant music an advantage. Scale 1.
Application form (S.A.E. please) obtainable from Area Education Officer, 59 Grove Road, Harrogate HG1 5ER to whom completed forms should be returned by 22nd July 1983. (14930) 110022

SHROPSHIRE
EDUCATION COMMITTEE
WOODSIDE COUNTY JUNIOR SCHOOL
Wensley Green, Woodside, Telford TF7 5NW
Required for September 1983:- 1. TEMPORARY SCALE 1 TEACHER. For 4th year Junior children. Ability to teach Music essential. SPS Allowance.
2. TEMPORARY SCALE 1 TEACHER.
for 3rd year junior children. Experience or interest in developing a teaching approach based upon childrens first hand experiences an advantage. SPS Allowance.
Application forms from and returnable to the Headmaster (SAE).
Closing date for both posts: Tuesday 19th July 1983. (13521) 110022

SHROPSHIRE
EDUCATION COMMITTEE
CLEOBURY MORTIMER COUNTY PRIMARY SCHOOL
Kidderminster, Worcestershire DY11 8QB
TEMPORARY SCALE 1 TEACHER.
Required for upper juniors. Ability to organise boys games an advantage.
Application forms and further particulars available from the Headmaster (sae). (13911) 110022

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
ST. LEONARD'S R.C. PRIMARY SCHOOL
(GROUP 4)
Required for September, 1983:-
Infant teacher (Scale 1). Applicants must be committed Catholics and have the Catholic Teachers' Certificate.
Application forms obtainable from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN on receipt of a stamped addressed foolscap envelope to be returned to Father G.J. Monaghan, Correspondent Governor, St. Leonard's Presbytery, Silksworth, Sunderland, by 18th July, 1983. (14825) 110022

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
Education Department
ST. MARYS C.E. (AIDED) PRIMARY SCHOOL
St. Marys Road, Sale M33 1SB
061-973 5153
SCALE 1
Required September 1983, an enthusiastic and adaptable Teacher to contribute to boys physical activities and to integrate craft and science activities across the primary school curriculum.
Committed Christian preferred.
Applicants should telephone or write (with s.a.e.) to the Headmistress at the school for application forms and further details. Closing date 20th July 1983. (14405) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHAPEL END JUNIOR SCHOOL
Roberts Road, London E17
Head: Mr. R. Ronan
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SCALE 1 plus London Allowance.
Application form available from the Headteacher (send s.a.e.).
Closing date 22nd July. Ref. No: P10/315. (14556) 110022

WEST SUSSEX
CHESWORTH COUNTY JUNIOR SCHOOL
Kings Road, Horsham, West Sussex RH13 5ND
Required September 1983. Teacher of lower Juniors (Scale 1) Music an advantage.
Form and details from Head, s.a.e. please. (14299) 110022

WEST SUSSEX
BLACKWELL COUNTY JUNIOR SCHOOL
Blackwell Farm Road, East Grinstead RH19 3JL
Required September 1983. Scale 1 teacher for third year class. An interest in boys games, science and environmental studies an advantage.
Apply Headteacher, with s.a.e. (14926) 110022

WEST SUSSEX
ROBERT MAY FIRST SCHOOL
Furnace Drive, Furnace Green, Crawley, RH10 6JB
Scale 1 Teacher required September 1983. Enthusiastic class teacher with ability to offer Music or Mathematics as main subject.
Probationers welcome to apply.
Apply to Headteacher at the school s.a.s.p. (15045) 110022

WILTSHIRE
Please see displayed advertisement on page 39. (02090) 110022

Remedial Posts

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
BOND PRIMARY SCHOOL
Bond Road, Mitcham, Surrey, CR4 3HG
Headteacher: Mr. D. Nicholas, B.Sc.
Tel: 01-648 8757
Age Range: 5 - 9 years
No. on Roll: 401
Required for September 1983 a Scale One Teacher to take Remedial Groups and some class teaching.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (14477) 110022

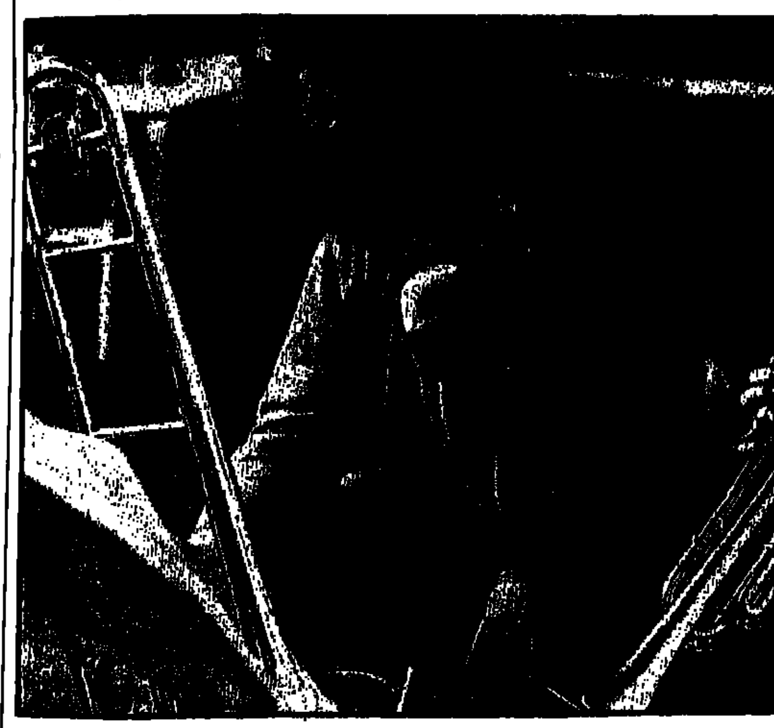
Middle School Education

Headships

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Director of Education, Education Offices, Broadway, Stratford, London E15 4BH
LONDON BOROUGH OF NEWHAM

EXTRA
APPROACHES TO MUSIC



Only connect

By Jean Bradley

What actually takes place in the name of music education in any school depends on a variety of factors, historical, personal, financial, architectural, expedient and, sometimes last and least, educational: "If music is seriously to enter school life at all it would seem reasonable to assume that the child's musical experience should be of a continuous, progressive, purposive kind". "Successful teaching of music in schools does not demand superlative virtuosity or even musicianship of a rare order. It demands a good teacher." "Instruments, like books, conserved in cupboards or on shelves, are serving no useful purpose." "When [musical] analysis is necessary it comes later, to clarify an already known unity. One sees the wood first, and then examines the trees."

James Mainwaring (1951) was making these telling points more than thirty years ago. Despite the development of in-service training, the dissemination of Schools Council working-papers, the improvements in audiovisual aids and instruments, the generally smaller classes today, and the influence of Orff and Kodály, Paynter and Swanwick, Bruner's spiral and Schafer's rhinoceros, some music teaching has not changed. Witkin has identified one important reason: "There is among the teachers a fear and distrust of experiment, of musical invention, of anything that threatens the disciplined service to the musical masters that their training has developed in them."

Witkin is here describing an extreme type of music teacher, but one that still exists and is not necessarily near retirement!

In the case of non-musicians working in primary and nursery classes, too often their initial training skimped or skipped music. They remain diffident about teaching the subject and rely on there being some music post-holder or a visiting specialist to provide lessons for their classes. Crisis point is reached when the music teacher leaves and is not replaced; the headteacher makes an urgent phone call to the music advisory staff, and school-based in-service training may ensue, often incorporating the whole staff.

Primary colleagues who already teach other art forms with skill and enthusiasm usually discover they can tackle some aspects of curriculum music. With developing competence comes confidence and the impetus to attend other in-service music courses.

Through observing and working alongside a music adviser in their own department, specialist teachers sometimes perceive and begin to make use of "new" ways of teaching and "new" materials. The presence of an adviser can raise the status of class music in the eyes of the teacher and the rest of the staff, status that generally is limited to examination groups and public performances (and to that minority of pupils who are instrumentalists or choir members).

The absence of a nationally-agreed curriculum, other than that implied by the requirements of various examination boards, has led sometimes to a richness of experience for pupils, provided by the personal resources of skilled music teachers and the practical generosity of the local authority, and promoted by a general awareness of the vital role that aesthetic education has to play in the development of mind.

The opportunities for excellence open to the autonomous music teacher are indisputable, but the inadequate initial training which almost every specialist teacher has described to me fails to equip most of them to develop their own music curricula, whether for the nursery class, the mixed ability primary or secondary school, the fifth- and sixth-form option groups or the Special school.

Far too few schols have produced a curriculum statement for music, although most secondary departments have some kind of music syllabus. Until recently few in-service courses existed to promote curriculum development in music. Many primary courses tended to be skills-and-methods based, while any secondary and special courses dealing with music were rare.

From school to school and even class to class many pupils' experiences of music are disparate. And where music is taught regularly the lessons seem too often to be underdeveloped, unconnected and repetitious.

Often the same materials seem to be used with any class from middle primary to third year secondary especially records (*The William Tell Overture*, *The Carnival of the Animals*, *The Planets Suite*) song books and cantatas (*Apusskidu*, *Something to Sing*, *Joseph*) and instruments.

It is the case that in September some secondary schools will provide their new intake with a range and quality of classroom instruments far inferior to those available in some of the feeder primary schools.

How many first-formers will sit at desks with blue-boxed glockenspiels and a single beater, or with no instruments at all? Yet an increasing number of primary pupils have electronic instruments at home, and may have expensive percussion instruments at school. Children transferring to secondary schools may have played in sophisticated recorder consorts, had instrumental lessons, learnt how to decode and encode various notations.

They may have learnt steel pans

continued

THIS WEEK



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New from Novello

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Trevor Wye
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EXTRA

Only connect

continued

or folk guitar through the aural tradition, or they may have had access to little more than *Singing Together* on BBC radio.

The musical experience of primary pupils is often included in the report which precedes each of them to their Secondary school. Not all secondary music teachers seem to know this fact and others do not seem to be able to scan the files at an appropriate time.

Most secondary music teachers ask the new arrivals about their previous experience and ask who would like to take up an instrument. What do these questions mean to wide-eyed 11-year-olds in the first fortnight of this vast alien environment called secondary school?

We cannot merely ask these children to *tell* what they know of music; we must spend the first few lessons on a wide range of musical activities calculated to show up what they know. We must be careful not to demean these youngsters who may have been highly competent senior members of their schools up to the third week in July. We must avoid assuming that they are musically naïve because they cannot read traditional notation or identify a clarinet. We must positively seek activities that will reveal what first-formers can do so that we know where to start.

Every form, whether streamed or not, will contain pupils whose different degrees of musicianship, confidence and interest in music will call for mixed-ability teaching. In my experience there may be a music age range of six years or more in any lower-school music class these differences have little to do with the pupils' levels of literacy, numeracy, oracy or social skill.

Where primary teachers have taken opportunities to meet secondary music staff in the area, the passing on of information about pupils becomes more meaningful and less chancy. Where secondary music teachers and instrumental tutors have been able to see and hear what some primary school children are achieving (by visits to feeder schools, watching classwork and performances live or on video) much is being gained and understanding of each other's constraints and strengths is growing. Music advisory staff strive to construct these networks, to facilitate these connections.

If musical outcomes and aesthetic awareness are the chief objectives of music education, the curriculum is certain to make physical demands upon the teachers and the schools. Architectural features inimical to music-making and listening, plus tight budgets are some of the frequently voiced excuses for the limiting of school music, yet music teachers contruct their own downfall to some extent.

For example those working amid the enormous pressures of the inner city school may be so intent on getting through each day's timetable that they fail to look at the music room from the pupils' standpoint.

Does the work space invite, stimulate and reflect artistic activity, or does it look like yet another writing room with a few wallcharts? How visually attractive are the wall displays, how accessible are the instruments, how practical is the arrangement of furniture, how inviting the books, how sufficient, appropriate and demanding are the materials in general?

Reinier (1970) makes a telling point here: "Under conditions of ugliness (which means conditions devoid of aesthetic qualities), of lack of concern about the quality of people's experience of life, of low expectations for significance as a normal component of experience, aesthetic sensitivity can become stunted and weak."

This weakness can afflict pupils and teachers, the brass tutor in the cloakroom and the classteacher in the purpose-built but barren music room. We all are guilty of overlooking the importance of environment.

Small wonder that some pupils seem to reject school music as a mode of expression and learning, or that the music teachers' voices lose their persuasive timbre at meetings where school curriculum decisions are made and budgets are allocated.

The Gulbenkian report *The Arts In Schools* points out that, of the many practical problems confronting the development of arts in schools some are a matter of lack of resources but others are a result of "long-established attitudes towards the arts which deprive them of an equitable share of the resources which do exist."

Some music teachers have not yet developed ways of justifying their subject in the context of the whole school curriculum in order to acquire a fair share of the capitation fund. Others do not make imaginative use of what is given to their department.

Music advisers are in a position to identify such teachers and to offer advice and support, to draw attention to ways in which music staff may enhance the educational status of music in the school, as well as to improve the effectiveness and affectiveness of the subject in the eyes of the pupils.

Observations made in dozens of schools over three years lead me to suggest that, although secondary schools have the most musically-qualified teachers and the highest capitation, it is in the nursery, primary and Special schools that attractive and active music rooms are mostly to be found.

Many primary teachers make use of such programmes as BBC TV *Music Time* and *The Music Arcade* as teaching aids and as a form of in-service training, but in too many schools of every type the music depends largely on the publishers of books and schemes, not the staff of the school. Too few schools of any kind avoid ethnocentricity in music despite the multiethnic character of many urban classes. The many school steel bands provide a shining exception.

Musical activities in all schools from nursery class to sixth form need to embody the common elements to *Composition, Audition and Performance* (Swanwick 1979). We need to plan courses for the development of skills, knowledge and understanding in order that pupils may value music at all levels of schooling. We must provide in all schools a facilitating and aesthetic environment suited to artistic endeavour. We must improve the standard of audio equipment in music rooms, and also ensure that pupils experience live music of many kinds in a variety of settings. We must escape from the imprisonment of established idioms and seek the excellent in music from many sources.

Music advisory staff need to continue to share with their many classroom colleagues the stage of children's physical and cognitive development stages as these apply to music education, the knowledge of how to assess what pupils already know and how they should proceed, and the knowlege of what is happening on the music-education front currently.
They also need to make music with their colleagues, in workshops, choirs and instrumental groups. Through shared engagement in musical activities we all connect.

References: *Teaching Music in Schools* James Mainwaring, Paxton 1951; *The Intelligence of feeling* Robert Witkin, Heinemann Educational Books 1974; *A philosophy of music education* Bennett Reinier, Prentice Hall 1970; *The Arts in Schools* Calouste Gulbenkian Foundation 1982; *A Basis for Music Education* Keith Swanwick NFER 1979.

The views expressed in this article are solely those of the author.

Singing days

Peta Levi on the British Federation of Young Choirs

In February the British Federation of [illegible] and to encourage links between Brit[illegible] first two singing days. Its moving spirit is its secretary, Andrew Fairbairn (Director of Education, Leicestershire), who told me it had taken seven years to get it off the ground.

Mr Fairbairn is an executive committee member of the European Federation of Young Choirs, which was established in 1960 and held an international choir festival, Europa Cantat, at Leicester in 1976; two more singing weeks at Loughborough, in 1978 and 1981; followed. Discussions with interested groups in 1981 led to the formation of a steering committee, out of which grew an inaugural one-day course on choral singing at Leicestershire School of Music earlier this year. Mr Fairbairn said: "More than 200 teachers, music advisers and choir conductors – three times the number we expected – turned up at the inaugural meeting".

The BFYC has four aims: to extend the practice of choral singing in the spirit of the European Federation of Young Choirs (age range 12–25); to encourage the development and expansion of singing in schools, colleges and youth groups so as to complement the activities of Sing with Pleasure, a movement which developed in the mid-1960s; to stimulate interest in this country in combined choral events; [illegible] participation in singing events organized by the European Federation.

"Britain has a fine tradition of choral singing, but I have a gut feeling that it is declining – there is less interest in singing in schools, choir schools close and you only have to look at the average age of Britain's major choir members to realize that there are few young people coming forward to sing", Mr Fairbairn said.

The British were very ignorant of the wide range of European choral repertoire – as indeed were Continentals of ours, probably only knowing of Purcell, Elgar and Benjamin Britten, he claimed.

There will not be another Europa Cantat in Britain for the foreseeable future, but this year singing weeks will be held in Autun in Burgundy, Assisi in Italy, Ghent in Belgium, Thessaloniki in Greece and Heidenheim in Germany. The BFYC has already received donations which will enable it to help British choral groups to travel to them.

Mr Fairbairn asked: "Why will German, French and Spanish groups burst into song – national songs, folk songs, etc – more readily than their British counterparts?" He may discover the answer when the BFYC assesses the results of a questionnaire which has just gone out to schools and music advisers to ask what is needed to encourage singing.

What are the benefits of singing? Mr Fairbairn believes that in choral singing we have an enormous cultural heritage to which contemporary composers are constantly adding and which should be part of a music education; a music education should [illegible]

For many years Yehudi Menuhin has claimed that if everyone sang when they first got up each morning the world would be a better place and that schoolchildren would work more effectively if they started each day by singing. One wonders if the main factor in the decline of choral singing is the average music teacher's lack of confidence in his or her singing ability and unwillingness to make a bit of a fool of himself.

A Singing Day, the first of a series planned by the BFYC, was held on June 18. It was organized by Muriel Blackwell, music adviser to the London borough of Brent, and was attended by 91 people, mostly teachers – 34 from local primary and secondary schools, but others from as far afield as York and Bristol. The importance of training the ear, the fact that you can't start too young and how to make it fun so that everyone will want to sing, were points which most of the speakers emphasized.

Peter Hadfield, choral and aural trainer in the junior department of Chetham's School of Music, Manchester, spoke first about "Musicianship through the Voice" and, using the audience as his class showed how you can make people perceptive of sound. After teaching the "class" an easy 12-16 bar melody, he got the class to sing the first four bars, think the next four, then come in again at the right time and at the right pitch. This brought out a weakness which Muriel Blackwell has noticed even among distinguished musicians – that unless people really think and feel sound they quickly lose the regularity of the pulse.

She said: "One of the main aims of the day was to show teachers and choir conductors how to get more young people singing and how to keep them singing – the most crucial age being between 11–14." Two approaches to doing this were illustrated. The first was by Susan Sharp with the Chelmsford Children's Choir, which she runs jointly with Peter Cross. She is also head of music at Great Baddow Comprehensive School, and has done a great deal of work on how to teach young children singing techniques step by step, through games, often involving mime and action. Working with their 50-strong choir of local 9 to 13-year-olds, she got some of the senior choir members, very self-assured 13-year-old boys, to teach techniques to some of the choir's 15 newcomers.

The second approach was advocated by Alan Simmons, head of music at Holmforth High School (in a Kirklees mining area) and a member of Sing for Pleasure. He pointed out the importance of "selling" singing by finding, or as in his case by writing, words and music which would interest the children. He writes songs about topical events – the local football match, or with their permission, about members of staff. His objectives are to make singing an acceptable pastime and to capture the children's imagination. One teacher found this approach particularly useful with the less able class.

The final speaker, Michael Brewer, conductor of the British Youth Choir, who talked about vocal training, aroused particular interest. One teacher commented: "We know the sound we want to achieve, but often don't know how to achieve it." Mr Brewer has personality and humour and many felt they could have done with a whole day on vocal training.

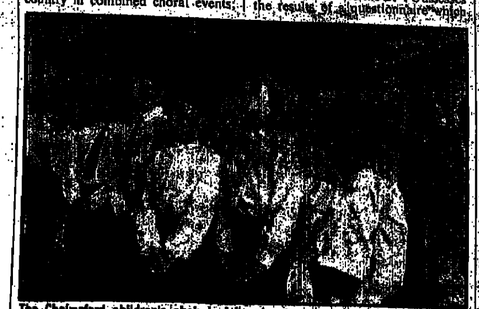
Mrs Eileen McCollum, head of music at St Mary's High School, a Roman Cathofic school of 940 11 to 16-year-olds in West Croydon, summed up the day by saying: "It was well organized and very stretching; I came away stimulated – with many new ideas and material to try out in the classroom."

The next special event planned by the BFYC is a singing weekend (September 24 to 25) at Village College, Bottisham, Cambridge, being organized by Martin Gent, chairman of the BFYC's executive committee. Singing days will be held in Taunton in October and at Wakefield and Chichester in November, and a singing weekend at Quorn, Leicestershire will take place in December.

For information on the BFYC write to: The Secretary (BFYC), Education Dept., County Hall, Glenfield, Leicestershire LE3 8RF.



Using games as a singing technique was clearly enjoyed by the choir children.



The Chelmsford children's choir in full voice

EXTRA

Performance practice

Eric Leigh discusses an A level music examination for performers



Aristotle made the division of knowledge into either theory or practice. This dichotomy can be traced through the history of music and the modern view is still to consider the composer as supreme amongst musicians. It is he or she who is the thinker and who enshrines all the disciplines of musical creation.

The performer, however, does things and, if we consider activity to be opposed to thought, how then can an academic approach to performance be justified? Deep-rooted educational concepts which contrast mere training with studies which provide an improvement of the mind are the basis of these arguments. I think, however, that through the work of recent musical scholarship sufficient knowledge now exists to provide a very respectable foundation for performance studies.

I begin with a brief consideration of the problem. Throughout musical history, notation has always been an approximate matter. Not all the elements of a performance can be fixed in writing. Furthermore the means of performance have changed and extensive studies based on social history, organology, iconography and various theoretical treatises on the actual music, have now established a significant body of knowledge concerning these matters. The challenge to the performer is faithfully to recreate the written score at each performance and the discipline of interpretation is that of realizing the unwritten element of the composer's work.

The progress of these developments, allied to the considerable growth of musical performance in the schools, encouraged the University of London Entrance and School Examinations Council (the London GCE Board) to introduce its unique GCE A level Practical Music examination in June 1980. The new examination was well received and important associations such as the Incorporated Society of Musicians welcomed its introduction. Its philosophy was "to develop, in some depth, the practical, aural and historical awareness of the performing musician in ways particularly relevant to the executant's situation". The candidate was required to study the performance practice of music from 1550 to the present day and pay particular attention to the mechanical evolution and repertoire of his main instrumental study.

Thus the candidate's performing skills were now to be related to his or her general intellectual development and powers of self-expression by integrating them with the study of musical history as seen from the viewpoint of the performer. The requirements of the examination are a practical aural test, a written paper on repertoire and knowledge of instrument, and performance at both main and subsidiary level.

To listen with a critical ear is fundamental for all musicians and particularly so for performers. The practical aural is designed to test this quality in a performance context. By means of listening to recorded extracts of music, with printed scores, the candidate is required to discuss faults in performance such as errors of intonation, dynamics or speed or indicate on an unmarked score such features as tempo, ornamentation or *notes inégales*. The candidate is also required to identify the elements of instrumental or vocal ensembles, to comment on textures and to suggest probable periods of composition.

Another innovation was the requirement to make comparison between two different interpretations of the same music. Interpretation was intended to suggest not only different characteristics of performance but also rearrangements of the same music. e.g. the Moussorgsky/Ravel versions of *Pictures at an Exhibition*. Throughout the examination only music by appropriate and generally recognised composers is used.

In this practical aural the reliance on written notation has been greatly diminished from that employed in the usual aural examination. It is, however, a searching test and very relevant to the performer. The course of preparation should be a stimulating experience because all requirements stem directly from the sound of music in performance. It is my personal hope that aural training will increasingly develop in this way so that all the usual tests of pitch, rhythm, harmony and texture will be given by means of musical extracts and scores.

The pursuit of technical dexterity can become an end in itself and it is important that young executants be encouraged to acquire a wider vision of their art than the shape of the pegs at the end of their fiddles! The content of the repertoire syllabus has been designed to complement performance technique and requires candidates to be conversant with the problems that arise in the preparation and performance of music from different periods of musical history and to be informed about repertoire and the development of instruments.

A knowledge of the original performance conventions is required and some understanding of how these relate to particular music so that authentic presentations may be made. In these matters of style there must be an awareness of other musical and social factors such as patronage and the influence of virtuosi on composition. In addition each candidate must be prepared to describe the evolution and characteristics of his or her main instrument and to discuss its repertoire from both a technical and historical viewpoint.

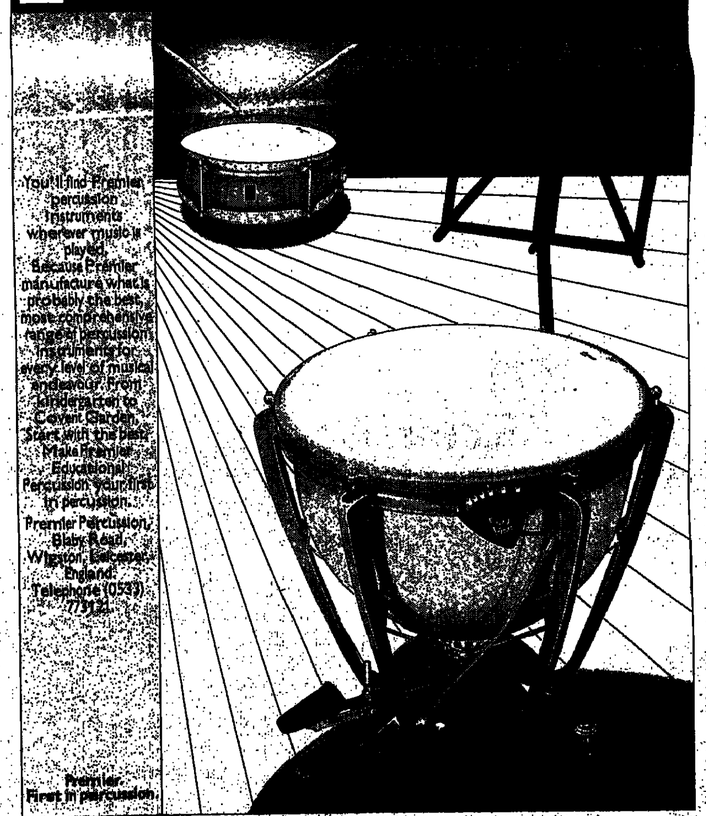
Practical music makes use of the candidate's achievement in grade examinations for both main and subsidiary performance. Introduced in 1980, the examination already draws a significant candidature and its requirements and results are under constant review. A particular point in the examiners' minds is the need to ensure that a fair and comparable choice of questions is available on the repertoire paper for all candidates no matter what their choice of main performance instrument.

The course offered by the University of London A level in Practical Music must enhance the imagination and responsiveness of the practical musician and illumine technical ability with a trained intuition. It is true that the performer does represent "activity" but his or her professional work is increasingly allied to the demanding discipline of interpretation and its associated scholarship.

Dr Eric Leigh was formerly director of humanities at Derby Lonsdale College of Higher Education and is currently GCE Moderator for Music for the University of London Entrance and School Examinations Council.

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EXTRA

Making music fun

Anne Corbett visits the National Children's Music Camps

"H - B - S! H - B - S!" High hat! Bass! Snare!

It is just a year since our household started to reverberate to a new language. Percussion. Which, failing the proper equipment, was applied to whatever was to hand, like chair seats, table tops and beds. Thus we fell for something nearer the real thing: a so-called "silent" or practice drum set, which emits its rhythmic codes to us and our neighbours about whether life is working out well, or making you want to bash the world to bits, or sometimes create something near to jazz.

I stand in awe of Avril Dankworth, one of whose famous music camps, at Wavendon near Milton Keynes, has unleashed this passion in our son. But she expects nothing less.

After 13 years' experience and seeing more than 1,000 young people pass through, she is certain that this years' summer camps, too, will produce another crop of youngsters who discover that music is a language that they want to use.

Her philosophy is almost Illichian. The vocabulary is full of words like giving, sharing, pleasure. The helpers are all volunteers, the students selected largely for their enthusiasm. Each camp's activities are largely shaped by the instruments they bring and the particular interests.

"In that sense they are all different," she says. "But we stick to certain principles like never setting a minimum standard. You don't have to be an academically knowledgeable experienced musician to be musical. Music is a form of self expression, a personal pleasure, a social activity, FUN" her words emerge in capital letters.

She got the idea from a French organization and launched her first camps in 1970. A pattern has now been established of four each year, each a week long, in the period mid July to mid August. Two are designed for teenagers up to 17, two for the eights to twelves.

Each is staffed by 30 or so volunteers ranging from primary and secondary school music teachers, college lecturers, music advisers and professional performers with whom her own musical advisory work brings her in contact over the years. But it also includes the former pupils and the locals who do the cooking, see that the loos work, find dressing up clothes out of almost nothing, and generally keep things going.

She herself directs one camp, as well as doing the general organizing in spare time throughout the year, helped by her husband, the trombonist Les Carew. This year the other camps will be led by a secondary school music specialist and two from middle school.

The facilities are superb, based on the amenities of the Wavendon Music Centre (Wavendon All Music Plan) run by her jazz musician brother Johnny and the singer Cleo Laine. There is even a 350 seat theatre. But it is also a genuine camp. Everyone sleeps under canvas.

Thus for the pupils, who number 60 or so each camp, there are two aspects. Lots of opportunity to make music: instrumental and vocal work, some time also with ensembles, a general orchestra and a musical show, for the end of the week, for which everyone prepares.

The regular campers who have come with cello, trombone, guitar and a complete set of recorders under their arm are exceptional. But many arrive with something, giving an improvisational boost to activities planned around study groups at various levels. At the more advanced stages these include folk, classical, jazz and pop music, and make use of guitars, handbells (found in a loft at Wavendon) steeldrums, piano accordion, harmonica, percussion, vocal groups and of course the electronic works, as well as what everyone brings.

There is also traditional camp jollity. Everyone is in first name terms, from the comprehensive school head to the eight year old. There are tidy tent prizes for the young, swimming and other sports and camp sing songs for everyone. When it rains as it usually does, and the green fields of Milton Keynes are churned to mud, they all retreat to large practice tents and marquees.

Avril Dankworth herself trained as a singer and pianist and then went on to teaching. "That was a turning point," she says. "There were too many people pretending that music making required a rare gift. I had by then seen enough to *know* that music is a language in which we can *all* express ourselves."

Although some local education authorities run music camps for local children there is nothing similar to Avril Dankworth's music camps on a national scale.

It seems sad that such generous ideas have not been copied more widely. Avril Dankworth does not let that put her off. "As long as I have anything to do with it, this style of camp will continue." So perhaps it will eventually catch on more widely.

For information about the 1984 camps (the 1983 ones are full) contact: Avril Dankworth, National Children's Music Camps (in association with Wavendon All Music Plan Ltd) 56 Station Road, Long Marston, Tring, Herts HP23 4QS.



Avril Dankworth making music and having fun

Air on a shoestring

Eight months ago I was introduced to the BBC microcomputer. "This is the answer to the music teachers' problems," said the course tutor. "Now children can have a real experi- [illegible] typed in a program confidently headed "Music" and looking like a demented knitting pattern. At the end of it, I could play a short scale of notes from the computer keyboard in a tone with the subtlety of the first lesson on a clarinet. I came away puzzled, failing [illegible] to understand how this was superior to the piano in my music room. After two terms of teaching with a little knowledge of the computer's capabilities, I can still only visualize its use in my department as a more effective record catalogue.

It is ironic in these times of shrinking budgets, that the solutions to our problems are presented as ever more expensive equipment. I will defend to the last ditch the necessity for a high quality piano and stereo equipment, but I suspect that we are not getting value for money out of many books and pieces of classroom equipment. More important, they do not necessarily give children the real and satisfying experience of music which is their aim.

My pursuit of such an experience has led inevitably back to singing, and the unexpected result has been a completely fresh look at the teaching of those reams of dead theory. It began with the realization that children know a great deal about music without any prompting at all. My new 11-year-olds could all sing up and down an octave scale without being told where to go; and more strikingly, they could listen and correct where it was out of tune. The discovery that they already knew this was a surprise to those who were sure they couldn't do music, for even those who could not sing very accurately, could hear exactly what was wrong and recognize the slightest flatness or sharpness.

Applying precise listening to a note sung in unison, they heard the tone become sweeter and more pure, and thus found that they could improve the quality of the sound they made. Suddenly someone noticed that they could hear not one note, but two: the harmonic one octave above their unison was ringing around the room although no one was singing it. More harmonics appeared on investigation, and these magical notes caused great delight and a tumble questions – "will it work on every note?" "If we sing a high note shall we hear a low one?" The answer to all these questions was to try it and listen, and their theory books began to be a record of the observations of the class.

Quite naturally we began to study the structure of the major scale, and the simple and beautiful proportions which express its steps. Following the harmonic series note by note, it was often possible to hear the next note sounding before we sang it: for instance, the dominant rings out clearly when a note is sung with the two octaves above it. At this point we devised a diagram to show the intervals and proportions we had discovered. The first four notes of the harmonic series established the four perfect intervals (unison, octave, fifth and fourth) and naturally had the simplest proportions (1, 2:1, 3:2, 4:3). We sang each interval individually and tried to describe its quality, with a remarkable degree of unanimity. When the tonic chord was completed by the note "me" it was clear that we moved out of the pure world of perfect intervals into the pleasant sounds of third and sixth. "It's like having a dry stone wall," one girl said, "and you suddenly add the cement."

One of the features of the course has been the attempt to answer fundamental questions which the textbooks do not usually consider. The meaning of the terms perfect, major and minor took on fresh significance, and it was possible to suggest reasons why the stave has five lines, why tunes end on the tonic, and what happens when a dissonance resolves. When the range of notes defeated our voices, the same proportions were applied to a string and the investigation went on apace; the bottom string of a guitar is ideal for this purpose.

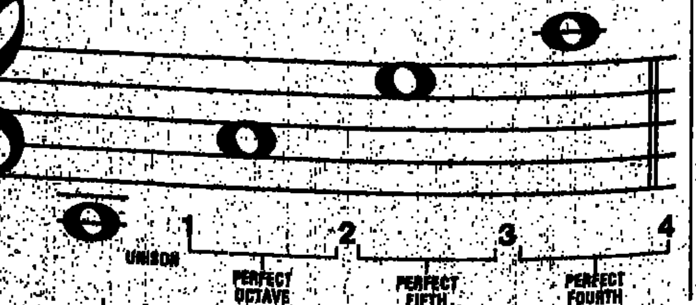
It was inevitable that these discoveries should overflow into my teaching further up the school. The O level group began writing counterpoint by singing all the available intervals and deciding for themselves which were useful and which to be avoided. Studying sixteenth century works for A level became much more intriguing when the proportions were used to examine the quality of the different modes. I have introduced a larger proportion of unaccompanied singing into class and choir repertory with most satisfying effects, whether it were *Scarborough Fair* with a general fourth form or *It was a lover and his lass* with the senior madrigal group.

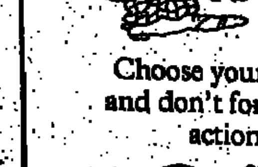
There are other interesting offshoots of this theory course. The first form discovered quite early on that the piano was "out of tune" with their more accurate voices. In studying harmony, the limitations of currently accepted theory appeared: for example, the perfect fourth was experienced in singing as a beautiful sound, yet it is normally treated as a dissonance. Why should this be? The triads of the major key appear in their full variety when their true proportions are studied, and unexpected things happen when they are inverted. These matters aside, knowledge of the proportions serves to explain many of the apparently arbitrary rules of music writing and to give them real meaning.

At this level of principle it is easy to make connexions with other subjects. Interested pupils have taken the same proportions into art, architecture and mathematics. The instrument on which I now demonstrate the more complicated proportions was made for me by a sixth form student waiting to take up a Cambridge mathematics scholarship. On the other hand, the most perceptive observations have been made by a first former whose only previous acquaintance with music was obtained in a few lessons on the recorder.

The piece of equipment which was necessary to achieve all this was no government-subsidized wondertoy, but a simple tuning fork used to establish an initial note, and it seems that pitch sense is improving to the point where this may become unnecessary.

Rosemary Broadbent is head of music at the Hulme Grammar School for Girls, Oldham.





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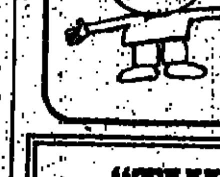
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EXTRA

Primary preparation

Maxwell Pryce reports the UK Council for Music Education and Training conference to consider the training of primary school music teachers.

The UK Council for Music Education and Training was established as an umbrella organization to arrange Britain's input to the biennial world conference of ISME – the International Society for Music Education. The most recent ISME Conference, took place in Bristol last year, and a feast of display and discussion it turned out to be, with between 4,000 and 5,000 delegates, and nearly 80 performing groups, from over 60 countries.

The subsequent simple addition of the two words "and Training" to the UK Council's title extended its brief at a stroke to include the whole contentious business of the training – initial and in-service – of school music teachers. The extension of UK Council's annual meeting, in May, into a day-conference to consider the training of primary school music teachers, seemed a logical and acceptable development.

About 50 delegates attended the one-day conference, representing almost every aspect of music in education and industry. First, there was a plenary session opened by two speakers, Dr Anthony Kemp, of the University of Reading Music Education Centre, and Warden of the ISM Music in Education Section, and John Westcombe, County Music Adviser, Hertfordshire, and chairman-elect of the Music Advisers' National Association. UKCMET's vice-chairman, Geoff Moore, in introducing the session, quoted John Hosier, now principal of the Guildhall School of Music and Drama: "If there are not enough good musicians wanting to be primary school teachers, we must make the primary teachers better musicians".

The gauntlet, thus thrown down, was promptly picked up by Dr Kemp, who saw his role partly as one of reconciling different ideas and opposing views, and asserting, not unreasonably, that one could not consider the training of teachers without also having a view of the curriculum and the processes of curriculum development, and more, the musical development of children.

Dr Kemp was aware of the existence of two types of primary school music teachers – those who were working from ideas picked up in their initial training, but who did not develop these ideas, and those who were aware of, and prepared to adopt, new ideas, without really thinking about how they should be exploited.

As an example of how new ideas developed without proper awareness of their total effects, Dr Kemp instanced the imbalance which had come about in the classroom through the phenomenon of singing *versus* the use of instruments. The past couple of decades had seen a move away from singing to a far greater use of classroom instruments. If teachers had been more aware of the real importance of these two activities, both activities would have retained their relevance to music education. Such imbalances had occurred because teachers were not clear where, in the curriculum, they were going. Notation, traditional and graphic, was important, said Dr Kemp, as were creative activities, since through the latter music became a medium for personal expression.

Dr Kemp drew attention to the importance of the inner ear and its relevance in the need for children to be able to recall, re-order and develop the musical experience in which they have been engaged.

Initial training of intending primary teachers, said Dr Kemp, should produce the music "specialist", a successful classroom teacher, and consultant to other colleagues, and the non-specialist who would be receptive to ideas coming from other colleagues.

Dr Kemp mentioned in-service courses provided at the Reading Music Education Centre, such as The Role of the Primary Teacher as Music Consultant. Such teachers, it was suggested, needed an insight of what it was possible to do with music in the classroom, a store of activities and a view of a firm structure for the whole curriculum. They also needed to be sensitive to other colleagues, and have clearly defined expectations in composing, arranging, singing and playing. John Westcombe said it seemed sensible to select intending music teachers with care, to identify those whose personalities obviously suited them for the job, and to encourage them to take it up. Graduates in subjects other than music should not be excluded from consideration, nor indeed should it be thought necessary for such people to have the normally-expected O and A level music certificates. What was necessary was evidence of real enthusiasm for, and successful participation in, music as an activity.

Mr Westcombe said all intending primary school teachers should have some training in music, not with the aim of bringing them all to a professional specialist standard, but so that they were at least aware of the wholly beneficial effect of music upon all children and all schools. They should also be able to sing and accompany at least 50 songs, they should know where to go for help, they should have some practical ability which young people could admire, they should have a wide listening experience, and they should have reasonable knowledge of the rudiments and theory of music.

Recognition would be given to the personal musical development so far of the student, in which such elements as an active interest in folk music, jazz and improvization might be considered to be more important than the traditional emphasis upon the classical music background. Intending teachers of music could be expected to have a clear idea of what music can offer to school children as a subject in itself.

Mr Westcombe outlined the subjects the three discussion groups would consider: initial training for primary teachers; in-service training; the role of the advisory teacher.

The groups considered in detail a range of topics within the brief, including the role of the music specialist/consultant, the non-specialist teacher, selection of intending primary teachers, the apparent variations which exist in the courses currently provided, the need for closer links with the colleges in the arrangements for in-service courses, and the part to be played in all this by the l.e.a. music advisers and advisory teachers. These last were not to be treated as supply teachers at times of difficulty, but their role and title should be clearly defined and understood. The music advisory teacher and the music adviser/inspector should be mutually supportive. The advisory teacher would act as a curriculum coordinator, paying particular attention to the links between the primary and secondary school, and would therefore not be primary-based. The advisory teacher would be invaluable as an agent in the matter of in-service training, would be seen teaching and supporting teachers, and would be an extension of the advisory service.

Maxwell Pryce is General Adviser for Music – London Borough of Barnet, Chairman – The Schools Music Association.





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'Soh' – not a needle pulling thread but a pure sound and a signal. An infant at Ravenstone School sings with Margaret O'Shea, ILEA Music co-ordinator. Photo: Susan Thomas

Solfa so good

By Susan Thomas

What Maria did for the little Von Trapps in the 1940s and Friar Guido did for the choristers of Arezzo in the eleventh century, dozens of enthusiastic teachers are doing for the primary classes today. For tonic solfa is enjoying yet another revival. And the kids love it.

Recently I went with Margaret O'Shea, an ILEA music co-ordinator, to Ravenstone School in Balham. There I watched her work with one junior and two infant classes [illegible] their questions and answers. Then they sang a cowboy song, a ferryman's song, an American spiritual and (the very low), Fee Fi Fo song.

The older ones took parts and created complimentary rhythms to the main tune; the little ones mimed, bounded up and down for the high and low notes, clapped out rhythm of the songs and made up their own. Not so different from a hundred other music lessons throughout the country, except for the hand signs, the sureness of ear and their ability to sing intervals with such confidence.

The lessons are part of a programme of in-service training. Working in class with the teachers, Margaret O'Shea teaches rhythms, hand signs, one or two notes and a number of songs which can happily incorporate a tonic chorus – thus "... had a farm, me-me, ray-ray, doh".

She adds: "The Australians have evolved their own programme and, especially in New South Wales, it is going very well. I felt that their children were much like ours – only prepared to work if they enjoy it and can see the point of the exercise. And with tonic solfa you get immediate feedback – in music, perhaps more than any other subject, it is difficult for the teacher to get feedback. Even quite small children were achieving a high degree of inner listening and their facility with intervals, rhythm and the octave was impressive."

It is the combination of hand signs and named notes which helps to establish the relative positions of the tones, she says. And a short lesson once a week, reinforced by regular practice, results in young children learning to sing true and to hear the tone.

Young Southerners, with the flat voiced parents, are more likely to be tone deaf than children from areas with more musical speech, it seems, and those races which have the advantage of speaking a tonal language are virtually never tone deaf.

The latest research to come out of the United States indicates that it is our preference for playing verbal, rather than sound, games with our babies which is responsible for much of this. Tonic solfa to the rescue then.

There are two schools of thought about the origins of tonic solfa and occasional vigorous exchanges between the supporters of John Curwen and those of Kodaly. But it all seems a bit academic. A very readable account of the development of the system is to be found in Bernard Rainbow's *Land Without Music*.

Tonic solfa, says Margaret-O'Shea, is particularly appropriate to the needs of many inner-city children – those which little musical background and those from different musical traditions. For you have African children coming into the classroom, European music can be totally meaningless for them.

It is not essential for teachers to have done a musical apprenticeship, she says, only that they be confident about singing. Intensive, school based in-service training over two years with occasional support after that is sufficient for most teachers.

Finding or writing suitable musical material for London children is a much greater problem. "We have so many cultural and ethnic groups. It is easy to cut across social and religious barriers.

"Take a song like Lucy Locket – start to sing and mime it and too late you find out that it is socially unacceptable for Brahmin children to pick up something dropped by another child." Only by trial, error and consultation can you build up a sufficiently extensive repertoire suitable music, she says.

Whatever the problems, she is now convinced that tonic solfa is helpful. It was not always so.

As an element in the Kodaly method, it has been used extensively with musically-literate children. It is to be found in secondary schools and plays a major part in general musicianship at the ILEA's Centre for Young Musicians and Tower Hamlets scheme. But Margaret O'Shea felt that the material available was too sophisticated for most London children. It was only after a visit to the 1979 Kodaly Festival in Australia that she changed her mind.

The familiar "doh, ray, me" of the twentieth century, started out in medieval times as "ut, re, mi, fa, sol, la" – the initial syllables of the rising phrases of a hexachordal plainchant. "*Ut queant laxis, Re-sonare fibris, Mi-ra gestorum Famuli tuorum . . .*" as sung by the rural choristers of Arezzo. And to this day the French call "doh" "ut".

As the "Gamut" and basis of musical learning, it crops up all over Europe during the next five or six centuries. However, it was not until the first quarter of the nineteenth century that it was adopted by the non-conformist movement in this country, when Joan Glover, a Norwich teacher revised and simplified the system to include a moveable "doh". John Curwen (an early look and say advocate) further refined it.

For a time the system was so popular that hymn books were written exclusively in solfa, some of the masses became musically literate and some of the musical establishment became increasingly critical. Far from being an aid to the clef, they said, tonic solfa was replacing it and beneath the weight of all that disapproval, the dots and syllables disappeared from school music books.

Now as an essential element in the Kodaly method, it has reappeared; the Curwen Institute has reformed in London and an increasing number of schools are using solfa with younger children.

But what of the criticism that it is hard to transfer from solfa to the clef? Margaret O'Shea finds the children have no difficulty with the transition. "We draw the lines of the stave on the floor and they walk the tune – or use paper plates for notes . . . It presents no problems."

Looking at all the Sony Walkmans on the street and train, nobody would accuse us of being a land without music today but if the solfa revival gains ground, what may we not witness. Already there are occasional adults who can sing one tune, sign a second part with the right hand and a third with the left.

Multi-racial dimensions

By Leela Floyd



Recent debates on multi-cultural and anti-racist education shows an urgent concern to face and solve social, political and educational issues through the restructuring of the curriculum. Ethnic minority arts and music in particular have come to the forefront of the discussion.

The present music curricula from school to university level is exclusively European and elitist in approach and content. It involves a conflict of values and interests between teachers and many indigenous children as well as their non-white counterparts.

The indigenous child from any background can turn on the radio, TV or go to the theatre, concert hall or the cinema to hear anything from renaissance to pop, electronic or avant garde music. His interests may differ but he enjoys the confidence of knowing that most of the music which he learns and hears stems from this cultural roots.

The non-white child is considerably disadvantaged in this sense and his culture is also likely to be ignored and undervalued. The consequences of such disadvantage manifests itself in a variety of ways and generates a sense of inferiority, low self-image and identity problems. This and the wider issues of society such as unemployment, and racial discrimination are some of the major underlying factors in which music education must operate.

Modern educators are aware of the crucial role that music can play in affecting social attitudes. Music as a means of non-verbal communication is capable of transcending cultural boundaries and provides an excellent medium through which children can learn to understand and respect each other. As a subject, music is also meant to develop self-discipline, self-expression, social interaction and to "educate the imagination".

Whilst recognizing the need to broaden music education for the reasons mentioned, we also need to acknowledge that the appreciation of "other" cultures can only enrich and enhance western culture. One can achieve a far greater sense of musical awareness through understanding new dimensions of sound, rhythm and tonality. Yet most books on music have a limited view of the history and development of musical theory and the emphasis is mainly on western music. The fact that non-western music has profoundly influenced western music and musicians throughout the centuries has been undeservedly ignored.

The music of the Hindus, Arabs, Chinese and Egyptians was highly developed long before the Christian era and these cultures helped to shape the musical thinking of later civilizations.

Even though western theory is presumed to date back to the Greeks, there is no doubt that they in their turn borrowed many musical ideas from neighbouring eastern civilizations.

In this century, western music education reformers such as Orff and Bartok were significantly influenced by the exotic scales, rhythms and musical instruments of the gypsies (who were Asiatic in origin) and the Far East.

More recently, the extraordinary cultural revolution of the sixties, fifties and even before, had a powerful impact on contemporary pop, rock and serious music. Today, such composers as Cage, Messaien, Hovahaness, Riley, Stockhausen, Reich, Glass, Mayer, the Beatles and countless others show a variety of non-western influences in their music.

Increasing public interest in non-European cultures through the study of yoga, meditation and exotic cuisines, has resulted in a vast selection of literature on these subjects. At the same time, musicians from India, Africa, Arabia, the Far East and the Caribbean continue to fill our small and large concert halls. Perhaps it is an indication that musical insularity and prejudices are breaking down to make room for wider perceptions in music.

This change is bound to be reflected in music education and there is a strong case for a less elitist, less ethnocentric music curriculum which is global in perspective and which caters for the needs and interests of our late 20th century community.

Such a pluralist approach should spring from the assumption that the origins and development of musical history and theory are not the exclusive property of one particular culture. There are a few schools in London and in the midlands that are experimenting and exploring towards newer musical directions.

Indian musicians in the borough of Ealing have been employed to work with teachers and pupils. A concert that I recently attended at an Ealing school was a welcome change. Young children playing on tablas, sitars and xylophones, with their teacher on the guitar performed an interesting synthesis of musical ideas. It had similarities to the contemporary extemporizations of great Indian musicians like Ravi Shankar with other western musicians.

Perhaps some of the most significant areas of curriculum development will emerge through the interchange of ideas between ethnic minority musicians, teachers and their pupils at school. Indian music is also being introduced into schools in several other ways. Visiting dance and music groups perform briefly on auspicious school occasions and peripatetic sitar, tabla and harmonium teachers cater to a minority.

Several in-service courses are set up which mainly preach to the converted few. Curriculum guidelines on multi-racial education have been issued by certain local education authorities. Some authorities have also helped teachers to visit their pupils' countries.

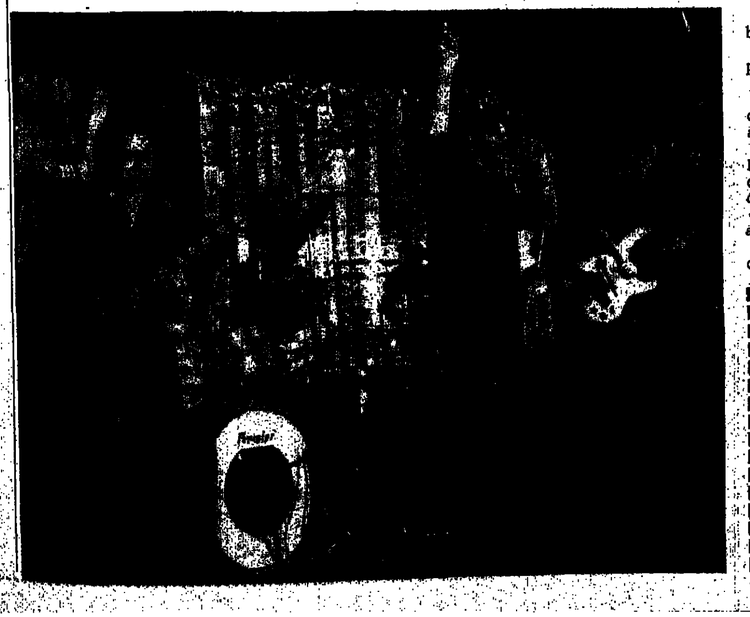
These activities are certainly necessary. But in reality, one wonders if a short concert on Indian music, a brief visit to an exotic country or even pages of written guidelines can provide the desired knowledge and respect for other cultures. Ideally, such experiences need to be accompanied by the right attitudes and through regular contact with other musical cultures.

In general it would be true to say that Indian music in most schools is a fringe activity and provides the window dressing for social events. It continues to be inaccessible to the mainstream of pupils and teachers.

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In the Gaelic

By Simon Berry

Controversy has entered the modern world of Gaeldom. Not for the first time in its 90-year history, a member of An Comunn Gaidhealach has suggested that all its meetings should be conducted in Gaelic. To an outsider it would seem perfectly logical that a society set up to promote Gaelic culture (the name means The Highland Society) should use the historical language of the Highlands and Islands of Scotland.

Harder-headed members foresee a falling off in membership as perhaps a majority are non-Gaelic speakers. This is a strange state of affairs, and the *Stornoway Gazette* felt duty bound to explain the phenomenon in this way: "For far too long the Gaels have been too weak in promoting their language and have always reverted to English out of politeness to the non-Gaelic speaker."

It is this same "politeness" that has permitted the growth in Gaelic choirs and part songs in recent years. Often the singers are not native speakers, and very rarely are music teachers fluent in Gaelic, so when choirs are rehearsing a third force must also be present – a fluent Gaelic speaker, known as the tutor, who gives the pronunciation and the meaning of the text to be sung. This division of the workload in choral teaching is reflected in the employment of two adjudicators at competitions.

The annual gathering at which choirs, both adult and school level, meet to test their mettle is the Mod (meeting) which dates back only to 1892 when a Highland patriot pressed for a national festival to emulate the Eisteddfod. It was by setting up the Mod that a tradition of choral singing was largely established, if one excepts the contribution of the Free Church and Free Presbyterian Church with their distinctive intonation of the psalms.

The Mod still forms the main attraction for both primary and secondary level school choirs in the Highlands and also in some Glasgow schools. An Comunn still maintains a strong grip (some would say a stranglehold) on the proceedings. Each year the prescribed pieces which every choir must sing are selected by a special committee. Choirs may not exceed 26 members and there is no accompaniment, only a key note before the choir starts. "Learners" and native speakers do not compete in the same categories, and at the foot of each page of music is often printed the forbidding memo: "Gaelic stresses and vowel values take precedence".

Judging the choirs (both for music and for the Gaelic) seems to be rather a priestlike occupation. I asked Mr Curtis Craig, a music adviser for the Highland Region, if one could expect to find a distinctive musical interpretation from a choir under these restrictive conditions where linguistic considerations come uppermost. "Although it is not my task to judge the language, I always have to take account of the linguistic requirements in the sound that a choir produces", he told me. "You will find considerable differences of delivery between choirs. You will hear this when two church congregations sing together; they may sound the same when they're apart, but when they're under the same roof you notice the differences in interpretation."

Entering a choir for the National Mod is also something of an enigma to the outsider. Although there are local mods during June and July when choirs have a chance to hear themselves in competition, these are not to be seen as "heats" for the October Mod (this year in Motherwell).

The choir and its conductor just decide whether it will be worth their while to attend, and the chances of picking up a prize may not enter into the reckoning. Certainly, the cost of travelling, perhaps from the Outer Hebrides, will be a consideration, as An Comunn can normally provide only half of this and the school must raise the rest. However, during the October break, which mysteriously coincides with the week of the National Mod, most of the large secondary schools in the Highlands and quite a few primaries will be sending a choir south by sea and by land.

Singing in Gaelic choirs, often involving out of school hours, seems to have maintained its popularity, probably through the dedication of non-Gaelic music staff. This paradox does not seem to worry Mod music convenor Mrs Ann Draper, who argued against the Gaelic-only ruling at the annual meeting of An Comunn. She judges success by the increasing number of school choirs entering for the Mod. Another indicator is the weekly half-hour radio series *Clann og ri ceilar* (Young children chirping happily) which seems to be very popular with primary schools and also with Gaelic-speaking housewives and others at home in the mid-morning. It has run since 1969 on Radio Highland and was devised by music adviser Arthur Brocklebank as an aid to primary music teachers.



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Multi-racial dimensions

… way are almost exclusively or mainly Asian in population. The major question is whether the syllabus should reflect the individual school population or whether the music education curriculum in Britain should reflect the values of our multi-racial society.

If we are committed to promoting tolerance and respect through music then we are obliged to accept the latter.

One of the main problems of bringing Indian music into the classroom is that it has less in common with western music than any other major ethnic culture in this country. To the uninitiated ear, Indian music can sound strange, monotonous and difficult to comprehend. However, that does not mean that no one should try to learn about it through reading, listening and contact with Indian musicians.

One does not have to enjoy the music of the *sitar*, *tabla* or *sarod* in order to recognize the achievements of Indian culture. It might be helpful, but it is possible to cultivate certain skills and attitudes. There are simple ways of transforming traditional lessons on music with a little imagination.

For example, a lesson on orchestral instruments is an ideal opportunity to introduce a wide range of instruments from all over the world. Apart from classifying them under the usual four headings of woodwind, brass, percussion and strings, it is also a good idea to take a look at how they are made, how they sound and where they might originate from. Many modern western instruments originated from the East and there are some that are closely related in sound and appearance.

The western oboe has a double reeded Indian counterpart called the *shahnai*. Other reeded instruments such as the *nagaswaram*, *pungi* (snake charmer instrument) and the Indian bagpipe – *mashak* – are worth talking about. Transverse and horizontal flutes from all over the globe are fascinating additions to the wind family.

The Indian *tambura*, *sitar* and *sarod* are all part of the large lute family from which the western guitar evolved and the Indian *santoor* is a close relative of the harp and dulcimer. The varied selection of percussion instruments in both modern Indian and western orchestras *provide a wealth of* information on the origins, sounds and uses of these instruments in different cultures.



In creative music making the Indian *tala* is an excellent rhythmic *ostinato* for improvization. The Indian moving drone is another basis for improvization. In music appreciation one need not be confined to just score reading. There is a wealth of non-written, improvized music which introduces new sound patterns and different methods of listening. When examining the current styles of popular music such as rock, punk, soul and reggae, there is also room for popular Indian music. Nearly all Indian record shops have an overwhelming collection of Hindi pop music. What better way is there to introduce Indian music than to look at the songs of the Beatles, Pink Floyd, Yardbirds and Monsoon? In my teaching experience I discovered that one of the best ways of bringing unknown areas of music into the classroom was through the known areas. The possibilities are endless.

Admittedly it is difficult to envisage how teachers with limited knowledge, experience, resource materials and attitudes can develop the necessary changes without an organized and committed national policy. There needs to be a link system between teachers, innovators, advisors, working parties and so on to disseminate ideas, material and information which will filter through at local and regional level.

Community resources could also be more efficiently tapped. Ethnic minority musicians should perform a more effective and structured role within the school. More literature is needed that is palatable, worthwhile and directed at both teachers and pupils. Courses on Indian instruments and music at CSE and O level need to be organized for those who wish to specialize, which may be followed up at university and college level.

These changes demand a concentrated effort on the part of educational administrators, teachers and ethnic minority communities. Whether we *like it or not future generations* will become increasingly involved in other music. The extent of their involvement will depend partly on how our present policies and philosophies have been reshaped.

One cannot expect immediate success particularly as there is always resistance to new ideas at the beginning. No one is suggesting that a radical change in music education will provide instant remedies to our immense and complex problems. However, the importance of promoting tolerance and respect between cultures through a more inspired and relevant music education makes a special effort well worthwhile.

Leela Floyd is part-time education adviser to the Minority Arts Advisory Service. She is author of "Indian Music for Schools" (OUP) and works as a researcher on children's TV.

A microprocessor in the music room?

By Robin Maconie

One of the odder effects of the microprocessor revolution has been the stimulation of popular interest in simple forms of music-making. Odd, because the appeal of making music is obviously to those who are not trained in it. Scarcely a week goes by without some publication appearing somewhere in the home computer press on how to poke tunes into, or coax Star War noises out of, a Spectrum, Apple, Acorn or equivalent.

The programming involved is often ingenious: the musical result almost invariably primitive. As soon as we being to apply normal criteria of musicality – melodic invention, expression, tonal quality – it becomes obvious that some other satisfaction is involved in sustaining the popular interest.

As more secondary schools acquire microprocessors, the appeal of music takes on a new significance. Pupils otherwise resistant to teaching may be persuaded to discover basic programming principles if music is the promised end product.

But since the teacher in charge of the school microprocessor is probably not a musician, and since the music teacher is ulikely to perceive any musical value in the results of such simple programming, still less have personal experience of operating a computer, the feeling may well prevail that it should be discouraged.

This would be a pity. Not only would non-mathematical pupils be put off from gaining confidence in programming, but the non-musical would also be prevented from acquiring some extremely useful knowledge of musical structure. Home computers encourage a clearer understanding of the age-old relationship between music and mathematics.

The most rudimentary form of sound generation on a table top microprocessor involves tweaking a small, built-in loudspeaker which was originally designed to act like a typewriter bell, as a warning beeper. By means of programmed instructions, current to the loudspeaker is switched on and off in rapid-fire sequence.

This makes the speaker vibrate, which in turn makes pressure waves in the air which are heard as sound. If the programmed switching pattern is regular and continuous a steady tone is heard. If the pattern is irregular, the listener hears a noise.

More recent microprocessors such as the BBC Acorn, have improvements that give a decent range of properly tuned pitches and outside connectors to a domestic hi-fi. There are further add-on devices and software packages that can upgrade a home computer into a reasonable electronic synthesiser and multi-track digital recorder, accessed by a piano-style keyboard.

But apart from the expense of these extras, it is inevitable that the more complicated and musically dedicated the system, *the less freedom* for the user to use it for simple programming and the more musical knowledge is expected of the user. So the ideal system for the non-musician, as well as the most economical, is one which allows the direct conversion of numbers into well-tuned musical pitches without having to go via a piano-type keyboard or a form of musical notation software.

The Apple II–based ALF is such a system. In addition to a useful ENTRY system for musicians, it offers a CHROMA program allowing a user to perform mathematical operations, the results of which can be directly translated into tones, semitones and quarter tones.

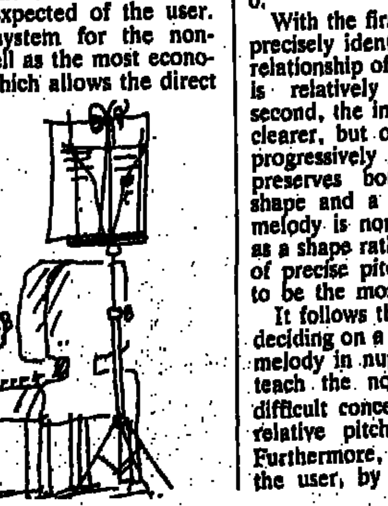
There is something irresistible about the idea of expressing number relationships in sound. It invites the microprocessor user into a realm of numerical play unencumbered by aesthetic preconceptions or musical rules. But everyone has some idea about what is music, and so can judge which programming efforts are leading a more satisfying music end-product.



The interaction of pleasing mathematics and satisfying music creates a self-generating cycle of experiment and refinement. Furthermore, whether the user is a musician or not, one is obliged to come to terms from the outset with elements of musical thought that are not to be found in the textbooks.

For instance, the expression: 2 + 2 = 4 makes sense in terms of musical pitch, but in order to make sense the user has to learn the difference between *pitch* and *interval*. To a starting pitch (the first 2) is added an interval (the second 2) to produce a new pitch (the 4). So the two 2s in the sum are not equivalent. The distinction is important – mathematically, I suspect, as well as musically.

A melody such as "Polly put the kettle on, we'll all have tea" D E D C B G G B E F sharp G can be written (using CHROMA) as a series of numbers in a DATA file, each number corresponding to a particular pitch: 82 86 82 78 76 68 68 76 62 66 68. Alternatively, the melody may be considered as a starting note to which succeeding intervals up or down are added: 82 +4 –4 –4 –2 –8 0+8 –14 +4 +2. Or even better, each number can be written as an interval added to a constant representing the pitch of the "tonic" or home note, G: (G=68) +14 18 14 10 8 0 0 8 –6 –2 0.



With the first system, each note is precisely identified in pitch but the relationship of the notes in sequence is relatively unclear. With the second, the interval pattern is much clearer, but one's sense of pitch is progressively lost. The third option preserves both an awareness of shape and a sense of pitch. Since melody is normally remembered as a shape rather than as a sequence of precise pitches, *this can be said* to be the most "natural" option.

It follows that the very process of deciding on a system of expressing a melody in number form is going to teach the novice to handle quite difficult concepts of absolute pitch, relative pitch, key, and interval. Furthermore, the third option allows the user, by changing the number representing the tonic note, to transpose a given melody up and down, thus introducing the concept of modulation. Modulation in turn can be used to instil an awareness of pitch as a space-like continuum.

As for pitch, so for time. Notes have length as well as height, and in translating time information into numbers for microprocessor programming, the user is led to an awareness of a further series of critical distinctions. In music the length of a note is a function of rhythm and tempo as well as simple duration.

In normal life, when we hum a melody we fit a remembered rhythm to an arbitrary pulse and end up with notes of specific length. The process is reversed with the microprocessor, since we start with the idea of precise durations and only gradually work through to concepts of tempo and rhythm.

The problem here is that microprocessors are designed to work very fast and without wasting time. The user has to design a program which will oblige a microprocessor to wait the right length of time for a particular note. Since even microprocessors work at different speeds, depending on their complexity, the right timing program is a matter of individual trial and error.

The simplest method is to incorporate a FOR . . . NEXT loop, which tells the computer to count up to a given number as many times as is indicated by the number read from the rhythm DATA file. Suppose, for example, the melody rhythm is "Rule Britannia", having counted the beats, we have a rhythm number sequence as follows:
6 2 2 2 (+2) 2 3 1 2 2 8
Rule, Bri tan nia! (rest) – Bri tan nia rules the waves!

We quickly find that the time-proportions are accurate, but that unless the melody is to be played uncommonly fast, each note has to be delayed by a constant amount *multiplied* by the data. (An instant's thought will confirm this: a three-beat note is equivalent to three times the beat value, not to the beat value plus three.) Therefore the program has to read the rhythm value; multiply it by the time constant; and count up to the product.

As with the system of writing a melody in terms of intervals from a key note, so the system of writing a rhythm as time proportions allows the user to vary the constant factor at will, in this case resulting in *alteration of the playback tempo*.

From learning to distinguish rhythm from tempo, and both from absolute duration, the novice comes to realise that time, too, can be treated as a space-like dimension, in which very large rhythms can be construed as identical to very small, the difference being in the degree of enlargement or reduction of the time-scale. Not only that, but time can be reversed, and melody too, by having the information in DATA files called up in reverse order.

*Given a certain amount of sym*pathetic guidance it is possible for a relative novice to programming, with very little grasp of conventional music theory, to develop a familiarity with some of the most recherché aspects of musical structure, as expressed in renaissance Mass, baroque fugue, and modern-day serialism.

This sort of understanding of underlying musical mathematics is widely neglected even in music departments of higher education. The *fact that the microprocessor* has sparked off a popular enthusiasm for musical number manipulation is to be welcomed as perhaps signalling a return to a more balanced appreciation of what the art of music is really about. For too long music has been regarded as a matter of enjoyment rather than of thought and design.

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Something to sing about

Hugh Canning surveys recently published musical books for classroom use

At a time when music might be regarded as icing on the educational cake, it is encouraging to encounter so many new musical books coming out of the publishing houses, many offering teachers distinct but difficult choices: "which song-book should I use, which recorder manual, which general introduction?". In the course of this survey I hope to be able to point them in the direction of publications best suited but, initially, I should draw attention to an item which merits study by all teachers, heads of department and educationists. ***Sing a Song of Six-Year-Olds***, by Roger Buckton (New Zealand Council for Educational Research, available on order through Whitcoull's, 6 Royal Opera Arcade, London SW1) makes as convincing a case as I have read for the beneficial effects of early music instruction, against bland acceptance of "tone deafness" in certain children. By comparing vocal accuracy in Auckland schoolchildren, Dr Buckton found that those classes where pupils of Polynesian (Maori and Samoan) background predominated tended to produce better results than those where European children comprised the majority. He attributes the Polynesians capacity for in-tune singing to a stronger musical emphasis in the family environment, though he also discoverd that European classes showed a marginally more acute sense of pitch perception than Polynesian counterparts. He concludes that the earlier the problems of "monotonism" (vocal inaccuracy) are tackled the easier it is to take remedial action.

A handful of song collections designed for the very young child have recently come onto the market and all deserve the attention of nursery and infants schools. Unseasonally, I begin with **Sing a Song for a Baby**, by Mary Martin and Valerie Stumbles (Holt, [illegible] tunes. The accompaniments are scored for guitar or piano with supplementary precussion, tuned and untuned. **Sing as You Grow**, by Brenda I Piper (Ward Lock Educational, £5.95) aspires to more ambitious aims in that her songs are designed to promote physical, mental, social and emotional development in young singers. They put everyday experiences, waking, dressing, going to school, into musical expression and the collection is illustrated by John Wood. A cassette of some of the songs is available I also liked the witty graphics of Margaret Chamberlain in Alison McMorland's **Brown Bread and Butter** (Ward Lock Educational, £5.95). Hers is a selection of some of the by-ways of the nursery song repertoire interspersed with some game suggestions.

Another unusual anthology is **The Silly Song Book**, by Esther Nelson and Joyce Behr (Sterling Publishing Co £6.95), an entertaining introduction to the zany world of American lore in its multifarious guises. More specific is June Tillman's selection and arrangement of 32 **Galliard Spirituals** (Stainer & Bell, £2.95), an important collection which makes the rich negro vocal heritage available to a wide range of schools. Tillman includes a moving commentary on the background of the spirituals and their origins in the slavery of the African peoples in America. As the fountainhead of jazz and "popular" traditions, these spirituals occupy a central position in the development of song and I recommend this collection most urgently.

In **Popcorn** (Cambridge University Press, £1.50), Tim Norell and Ulf Wahlberg have chosen and arranged some of the more melodious "pop" classics for classroom use, offering teachers the opportunity of bringing the music of youth into schools with such favourites as Steve McTell's "Streets of London", Lennon & McCartney's "When I'm Sixty-Four" and Abba's "Thank You for the Music".

More new music comes from Basil Blackwell Publisher's: in the form of [illegible] collections, the former suitable for solo or unison singing – and with some borrowings from familiar tunes – and the latter offering some two-part songs of moderate difficulty, scored for piano or guitar accompaniment.

An interesting project by the World Wildlife Fund and the BBC's Pebble Mill at One has produced a compilation of **Sounds Natural, A World Wildlife Songbook** (Boosey & Hawkes, £4.95) comprising winning entries to a school song-writing competitin on the subject of nature conservation. Inevitably there is a strong element of propaganda in their message but the pupil composers have responded with great conviction to the problems of the natural world in a hostile, mechanized environment.

Some marvellous "open air" numbers are included in **The Wind that Shakes the Barley** (Appletree Press £1.75), a handy pocket anthology of Irish folksongs by Gareth James. It is not really ideal for classroom use, since the printed melodies and words are very small, but there is a good variety of some of the best Irish songs and guitar chording is indicated.

For more advanced singing classes Paul Hillier has provided and edited **300 Years of English Part-Songs** (Faber, £2.95) a cross-section of the repertoire he has done much to popularize with his Hilliard Ensemble. The music ranges from the Tudor madrigalist Thomas Ravenscroft to the Victorian Arthur Sullivan. On the way, you meet some drunken, mysoginist glees which may offend liberated young female students and teachers!

Many of the collections for younger children include actions and games to accompany the singing but I also have a group of books in which physical activity forms an integral part of the writers' aims. A typical example, **Music Games to Make and Play**, (Macmillan Education, £5.95) has been devised by June Tillman to explore concepts of sound through the medium of familiar game structures. We have **Rhythm Snakes & Ladders and Rhythm Bingo** alongside composi- [illegible] for example – require considerable making skills, but her diagrams and models are admirably clear.

Far less complex are the **Game Songs with Prof Dogg's Troupe**, by Hariet Powell and David McKee (A & C Black, £3.95), a by-product of Inter-Action's Theatre-in-Education projects. Each song has a particular game function: ritual greeting, parading or acting out a story and some can be heard on a cassette.

Older primary children and their teachers may derive lots of fun from Diana Holland's five musical plays, **Barnabus the Dancing Bear** and other stories (Ward Lock Educational £5.95). She gives detailed instructions for a full-scale, end-of-term staging with scenery but they are equally suitable for a read-through in the classroom. Her story-telling gifts are fresh and humorous, her songs simple and direct. Each play concludes with an appropriate recipe for a school party.

Finally, in this group, **This Little Puffin**, compiled by Elisabeth Matterson (Kestrel Books £5.95) is now available in hard-back and its useful collection of finger games, rhymes and songs should continue to provide ideal fare for the home or nursery school.

The bewildering world of crotchets, quavers, breves and keys pose a serious challenge to the young primary teacher, but Leslie and Angela Carter have come up with a brilliant solution. **The Music People** (Chappell Music £2.50) opens up a comic-strip cavalcade of attractive characters, Treble the Cat (G Clef), Bass the Snail, Flat, who flattens Crotchet with a mallet and Dr Nat'ral "who puts notes right"! Leslie Carter's drawings are exceptionally clever and witty and I recommend this delightful book as a painless inroduction to the rudiments of music theory. Geoffrey Winters' **Music Theory in Practice, Book 1-3** (Longman, 95p each) covers the same ground but goes further in a more sober style with systematic, clear explanations which stick closely to the musical symbols likely to be encountered by the pupil.

Into Music, by Peter Brown (Hul[illegible] gaping hole between them by following a rather muddled course through the various steps of theory and providing confusing diagrams. The illustrations, too, look flat and uninspired when compared to the Carter book, though this manual is clearly designed for older children. All too often, however, the questions set at the end of each section, seek merely to ascertain whether the child has comprehended the text rather than responded to the musical lesson.

I find this a major fault in two books by Paul Farmer, **Instruments of the Orchestra** (Longman, 95p), a very basic guide and **A Handbook of Composer's and their Music** (Oxford University Press). The latter is full of factual errors – Purcell was a professional singer all his life and Queen Mary was not Charles II's wife – and does little to allow the reader's imagination to flourish. His description of Mozart's wife – was it necessary – is of the "Amadeus" school of history and his question: Describe Mozart's wife . . . Do you think she helped Mozart? is ludicrous.

A better general introduction comes also from Faber, **Your Book of Music**, by Michael Short (£4.95) and I much prefer Roy Bennett's **Instruments of the Orchestra** (Cambridge University Press £1.60) which has lavish musical illustrations and valuable lists for suggested listening. A cassette containing specific musical passages referred to in the text is available at £7.50.

From orchestral instruments to the recorder, no longer confined to the classroom thanks to the great advance of interest in early music. **The Abracadabra Recorder Books (1–5)** by Roger Bush with illustrations by David McKee (A & C Black 95p each) can be purchased, for home use, as **Hey Presto** (£3.95) and both versions make a lively introduction to recorder playing. Advanced players and adult learners will want to own **The Recorder Book** (Gollancz £5.95 paperback), a comprehensive method of recorder playing by Kenneth Wollitz covering all aspects to technique, style, consort playing and repertoire. The text employs American notation terms (whole, half, quarter, etc. notes) and endearing colloquial terms ("pinky" for little finger) but these are explained in the foreword. Colin Sterne's survey of music written for the instrument and representative selection or repertoire only enhance the value of this compendium, a must for all serious players.

Rock around the workshop

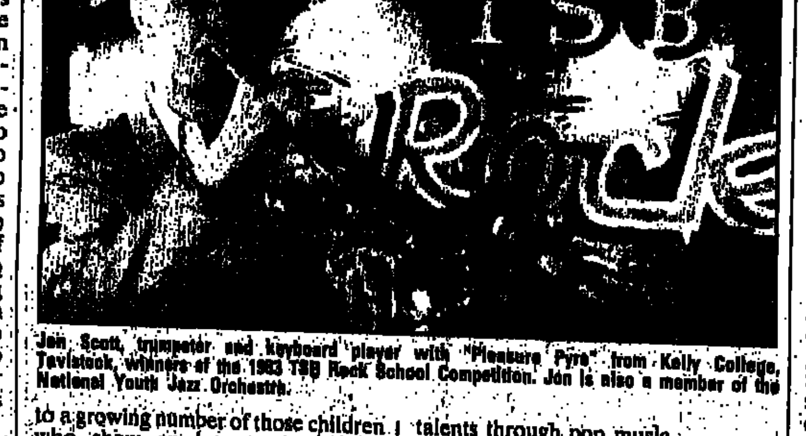
Report by Brian Ley

The annual final of the Trustee Savings Bank Rock School Competition was held in Manchester on Thursday March 24. From hundreds of original entries, 48 bands were invited to perform in six regional heats. Eight groups, the six winners and two best runners up, were then selected to take part in the national final before an enthusiastic audience of school-colleagues and a panel of judges who included singer Barbara Dickson and rock musicians Ian Gillan and Frank Maudsley. The final was compered by Mike Read of BBC Radio One and filmed by BBC Television's *Nationwide*.

The overall standard of performance has improved in the three years since the competition was established: there is now more emphasis on original compositions from the groups, and a greater variety of styles of pop music. The winning group, Pleasure Pyre from Kelly College, Tavistock, Devon epitomized this originality and variety as, indeed, did all of the finalists. Their first prize of £1,750 and a further £1,000 of musical equipment for their school was presented by Mr Ken Cherrett, general manager, marketing, of the TSB. Freewill, from Newman College, Preston, won the second prize of £800.

An innovation this year was the introduction of practical workshops for teachers, to coincide with the regional heats. These were held in Cambridge, Dundee, Glasgow, Newcastle, Bradford, Liverpool, and Exeter. Syston Publishing Company, the organizers of the competition, set up the workshops in an attempt to broaden the scope of the event and to involve as many music teachers as possible, including those without pop groups in their schools. The aim of TSB Rock School 1983 was not only to provide a platform for talented young pop musicians, but to bring teachers together in a workshop situation to discuss ways of approaching pop music in the classroom, as another form of musical experience for pupils in secondary schools.

The dual role of secondary music specialists is now well-recognized, they provide a musical education for every child and attempt to engender in them an appreciation and understanding of music as an expressive medium in all its forms. A further obligation is to a growing number of those children who show an interest in playing orchestral instruments, guitars and percussion, and who take part in extra-curricular musical activities in their school orchestras and bands.



Jon Scott, trumpeter and keyboard player with "Pleasure Pyre" from Kelly College, Tavistock, winners of the 1983 TSB Rock School Competition. Jon is also a member of the National Youth Jazz Orchestra.

Teachers seem happy coping with the more talented musicians in extra-curricular activities. These pupils are the self-motivated ones who will often work on their own with occasional directions from the teacher. In this category can be placed the school pop groups, and it is not unusual to find teachers with little expertise in this type of music prepared to advise and encourage their pupils by allowing them to use facilities and school equipment in order to pursue their talents through pop music.

Within the curriculum, music teachers play an important role, and if their teaching is imaginative, exciting and well-balanced they will be providing a variety of musical experiences for pupils who will want to pursue their music-making in different ways. One of the difficulties, though, for teachers working in the area of pop is that of dealing with a type of music that is often foreign to their experience and as far as, say, the playing of electric instruments, or drumkits or improvization is concerned, an area where some children are already fluent performers. Many are, in any case, far more knowledgeable about pop music than their teachers.

Given this, and the frequent lack of suitable instruments in the classroom, is it any wonder that teachers are apprehensive about using pop music in a practical form? Yet here is a form of music which in origin is elemental and a natural progression of the type of musical activities that children will probably have experienced as part of their music education in primary schools – repeated rythmic and melodic patterns, simple harmonic sequences, and so on.

The main thesis of the argument put forward in the teachers' workshops was that pop is one important medium through which children can develop skills and techniques and explore concepts, which will lead them to a greater appreciation and understanding of music. The workshop examined simple ideas in pop music, rhythms, chord sequences and vocal harmonies, all of which progressed in difficulty in accordance with the particular style of music demonstrated. These were also practical suggestions for using Latin-American, Afro-American percussion instruments and the less expensive synthesizers in the classroom.

TSB Rock School has in the past two years uniquely catered for the pop performers. This year's introduction of the teaching seminar/workshop attracted more than 300 teachers in the seven venues and reflects the growing interest in the use of pop music in the classroom.

Brian Ley is area music tutor for east Devon and has directed TSB Rock School workshops.

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EXTRA



Wheel in the piano!

By Bernard Kiernan

As I drove over the moors on a sunny May morning, the car on automatic pilot, I looked at the distant hills, which, I fancied, were definitely not alive with the sound of music. I realized that it was Wednesday. In the life of a comprehensive school, Wednesday is not a day of any particular note, but it does signify a sort of sag in the week – a sort of "no man's land" between the sudden shock of Monday and the heady euphoria of Friday.

I had taught at this particular school for some years. Its daily routine of bells, books (no candles) was second nature to me now. Its situation in a small industrial town was no longer a stimulus to dreams of finer academics of the country variety. Its pupils could no longer shock but could deliver some hefty surprises.

Today, like all days, would begin with morning assembly. At 8.55 am the best (upright) piano would be wheeled out, together with yours truly. Must make sure the hymn books are given out today – earlier in the week the head had been reduced to the most uncharacteristic silence after warbling the first two lines of the chosen hymn as an unintentional solo. She was not amused.

Oh dear! The singing could be better. I wonder how we could improve it? It has been suggested that piano should rise from a sunken pit while coloured lights play on the maestro who would then lead the assekbled company in a rousing rendition of some nobilment melody. Backs would be straight, lips would quiver, an encore would be demanded, the head would offer a Scale 4 *and* a baby grand. Oh calm down you fool, that cyclist distinctly wobbled as you passed him.

I suppose the staff could be of greater encouragement in assemblies, but they seem to range from the musically inept to the vocally deranged. Let's see, who should be in assembly today? There's Mr Crabtree – now there's proof of life after death. Mr Jackson – I suppose he thinks that I haven't noticed his penchant for mime. Mr Haig – oh good! A real enthusiast, comes to assembly even when he should be registering his form (whom he loves dearly). Sings robustly (if usually in the wrong key), and gives modulation a whole new meaning.

Mind you, there are always the ladies. Miss Jones should be in today; a nice young lady, I'm sure she will inspire the third year, but I'm not quite sure what to. Of course, the redoubtable Mrs Blye will be in attendance. She has the physical presence of a Brunhilde, and is of the chests out heads up, sing out brigade. She at least does encourage them to sing. However, I'm not sure that I agree with her methods. That top G reached by Jones last week had more than a suspiciously forced quality about it.

Ah well, I suppose I will have to settle for a quick solo, a less than friendly glare from the head and a hasty (but dignified) exit. I suppose that if the head doesn't deliver one of her morale-boosting blockbusters, or tries to boost the sale of raffle tickets for the school raffle (first prize – a print of the main school building, signed by the head of art and euphemistically described as a limited edition), I could have time for a quick cigarette in the staffroom before facing the first class of the day, Form 2S. Now let's see, what am I doing with them today? God, was that traffic signal on red? – Oh yes, its rhythm work via the dreaded flashcards. Not for nothing am I known as "the phantom flasher of the music department".

Form 2S have a rather endearing quality. They seem to have the knack of demolishing the most carefully prepared lesson without even intending to do so. Give them something to copy and the music room positively echoes with sighs of contentment. Problems arise only when one attempts to teach.

It's semiquavers today. The ta-fa-te-fi has been overtaken by Coca-Cola (must check on possible commission) and the blackboard exercises, by flashcards, and the dreaded Banda handouts. I suppose last week's exercises on crotchets, quavers and "mimimses" went reasonably well though some of the clapping work did rather resemble a round of (well-deserved) applause.

I suppose that we could end with a song. Must take more care with choice of material here. Several pupils have developed a distinctly dim view of Jamaica since singing that "the nights are gay"! Ah well, at least break follows.

After break, the joy of two free (sorry, "non-teaching") periods. I must chase up those pupils on the peripatetics blacklist. It appears that John has missed two weeks trumpet lessons (the cat's been giving birth, Sir), Jason has attempted to clean his baritone with a brillo-pad and Joan's *Tune-a-Day* has disappeared unde mysterious circumstances.

Orchestra at lunchtime, now there's a thought – our orchestra is a boon to those publishers who list their titles as "suitable for the most unusual combinations of instruments to be found in some secondary schools". I must get up to the music room in good time to tune the violins. It doesn't seem to make a great deal of difference, but I certainly feel better for it!

We are currently working on a piece by "Brarms" (suitably edited). In my less lucid moments I have visions of a German body rotating rapidly beneath the earth.

After this it's up to the staffroom for the usual. Once the perspiration has dried, the adrenalin ceased its flow, I suppose I could survey the progress of Mrs Knott's knitting before bringing the joys of practical music-making to Form 1G. I am using glockenspiels with this group to promote a literacy programme. (It seemed like a good idea at the time). I once associated bell-like tones with Heaven – I am now less convinced; and ponder their relationship with the other place!

Things were not helped last week when the head of drama, not the Isadora type, bustled in, in exuberant mood, to proclaim that her drama group had reached a crucial point in their rehearsals and must have the music which went "da-di-dah-dida" – (expressed as a monotone). I handed her a record chosen quite indiscriminately, declaring in an authorative voice "side two, track one". She went away quite happily, though what her drama group made of Shoshtakovich's Symphony No 5, (Slow Movement) I dread to think. I suppose that it is unlikely that the disruption caused by the appearance of a ferret, (for my English talk, Sir) will be repeated this week.

I really must try to make some progress with the glock work this week. I wonder if the authors of the "simple" courses for this medium have any idea of the traumas inflicted on their unsuspecting devotees? I find that it is usually at the half-way stage in these lessons that one ponders the possibility of installing an optic in the store-room – usually after some innocent, on discovering the disintegration of his beater, declares in a loud voice. "Sir, I've lost my ball", at which the rest of the class dissolve into ameoba-like blobs.

After this, sweet relief, I am due to invigilate an examination, French I think. After initial cries of "I can't read his writing, Sir", and "There are no questions on weather; I revised weather, Sir", I suppose this could be a peaceful time during which I can contemplate the mysteries of the universe, the genius of Mozart and why that (younger) creep has just been promoted to head of interdisciplinary studies (Scale 4).

That will bring me nicely – well – to 3.35, when the school bell (if its working) will signal "the end" to the majority of pupils and staff. I wish someone would repair this signaller of release. It is not entirely satisfactory to judge the end of the school day by the arrival, often early, of the fleet of ice-cream vans at the school gate. I noticed tht one of these purveyors of dubious nourishment usually heralds its arrival by the strident strains of *Für Elise* played on what sounds to be an economy-size glocken-spiel and usually coming to a most abrupt and unmusical end mid-bar. I suppose that if I could time it correctly this could form the high point of a lesson on Beethoven; I could give a whole new meaning to "making the curriculum relevant to the pupils, experiences in their own environment".

continued

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EXTRA

Changing the Cinderella image

Dorothy Taylor includes art, dance and drama in her call for a united front among arts educators to bring new perspectives into the curriculum

Until recently, whenever teachers of music, art, dance or drama gathered together, one would hear the inevitable reference to the "Cinderella" image of the arts. These communal gatherings have been rare, understandably, for the very reason that involvement with the arts is an intensive activity demanding of both curricular and extra-curricular time. However, a tendency on the part of arts educators to hold a self-image of *the down-trodden, unappreciated or martyred is not surprising. It has* probably been fuelled by: first, a prevailing nineteenth century view of education which, although appropriate for its time, has prevailed into the changed and changing requirements of the latter part of the twentieth century; and second the continuing stranglehold of public examinations and inheritance of the "group four" constraints of the original school certificate of 1917.

This grouping of subjects placed "arts" and "practical" subjects (at that time handicrafts, music and domestic science) into four, the lowest tier. For some years, group four subjects were not granted matriculation status. As a result they were effectively labelled peripheral or extras. Despite the gradual erosion of the group system, with the development of the GCE and later the CSE, such a beginning inevitably bred attitudes which, even over 60 years, have proved highly resistant to change.

In view of this, it is hardly surprising that when educational cuts are made the arts are seen as erodable, innocent luxuries, soft rather than hard subjects. In short, the arts attract labels which encourage or perpetuate low status in the general educational arena and are often viewed as useless rather [illegible] tors and we too, those who teach the arts and have been educated through the same system.

So, how might the Cinderella image be changed, given that we are blessed with sufficient optimism to believe that it could be changed? The recent Gulbenkian publication *The Arts in Schools*, (1982) by Kenneth Robinson has acted as a catalyst and focused attention on the opportunities and problems which face the arts in education. This document deals with the nature and function of the arts in a practical and comprehensible way. Identified are many of the issues that concern us about our need for qualitative teaching and reasonable levels of accommodation, space, equipment and time allocation.

These issues, as well as many others, have been discussed in ensuing conferences designed to draw busy arts educators together. The value of such opportunities to meet and talk with other arts teachers should not be underestimated. General aims and common problems have been illuminated in the conducive atmosphere of these gatherings, particularly when many teachers work in isolation within their separate institutions.

One issue which has emerged is that of so few arts teachers holding positions of influence within the schools and l.e.a.s. It is so often the case that the demands and the inherent satisfaction of the job, the doing of the arts, inhibits or makes unwilling victims of arts teachers for posts of seniority.

Yet the career structure is clearly defined; policies are made and implemented by senior academic and administrative staff. The more arts educated that reach these positions the better for arts education.

It is always dangerous to make generalizations yet, if a survey were to be carried out, one would rarely expect to find headteachers or senior staff who were essentially arts educators or arts sympathizers particularly in secondary schools.

Where specific instances do arise, it occurs in primary or middle schools and it seems clear from the way in which such cases are reported (see "Down Quality Street Way" *Education Guardian*, March 1, 1983) that these headteachers are a rare breed.

Readers in their middle years may well remember the remarkable influence of a chief education officer, Sir Alec Clegg, who made the name of the West Riding of Yorkshire renowned for the importance of the arts: an unmatched collection of paintings and prints for schools, pioneering work in dance and drama throughout the county, musicians and artists touring the schools, a training college for teachers specifically for the arts, and a leader in developing instrumental schemes and peripatetic teams.

For an account of this outstandingly cultured and humane man's philoso- [illegible] chapter entitled *Loaves and Hyacinths*. So much of the work of schools and beyond appears to be about loaves, yet it is the arts, the hyacinths (to use his imagery) which lift and give quality to life! Has there been any other CEO who has contributed so much to the quality of life in the schools and area which he administered?

The gradual accumulation of literature concerning the nature, function and value of the arts is undoubtedly a corpus of knowledge which considerably assists the arts teachers in their work and in their dealings with the unconvinced. To analyse and verbalize about art forms which are what they are because verbal description is redundant is no easy task.

A point now appears to have been reached where, in assuming that arts educators are themselves assured of the nature and value of their own work, the next step is to convince those who can initiate curriculum change. As armament, help has come from unexpected sources, from sociologists, economists and curriculum developers. David Hargreaves, in *The Challenge for the Comprehensive School* (Routledge and Kegan Paul, 1982) puts forward a strong case for the expressive arts as one of two central elements in a core curriculum.

Thus the expressive arts, craft and sport, together with the other element, an integrated course in community studies would form one half of school work, the other half consisting of remedial options, special interests and aptitudes. Radical and wide ranging are the proposals which Hargreaves puts forward for a curriculum which would provide greater choice, balance, and be more relevant to the realities and nature of the real world.

This challenge to the status quo is reinforced in work carried out by the Canberra Curriculum Development Centre, described by Professor Malcolm Skillbeck in his inaugural lecture of June, 1982 (University of London Institute of Education).

In the planning of a core curriculum for Australian schools, the dimensions of the Australian proposal consist of nine ares of knowledge and experience; selected learning processes and selected learning environments. The nine areas of knowledge and experience, i.e. the curriculum, do not consist of compulsory academic subjects.

Instead they comprise a chart of the major domains through which human experience and understanding are organized and represented – a map of the culture rather than a transmission or reproduction of it. Although there is no hierarchical structure implied, it is refreshing to see arts and crafts heading a list which includes environmental studies, mathematical skills and reasoning; social, cultural and civic studies; health education; scien- [illegible] and action, value and belief systems; work, leisure and lifestyle.

In describing the area of most interest to us, the arts and crafts, the point is made that there are divided opinions about the need for general aesthetic education as distinct from expression through the arts. It goes on to say that essential elements of experience, understanding, appreciation and skill and the selection of a manageable array of learning for the arts in schools have still to be defined.

The statement implies that arts educators need to put their house in order and that, until they do, there will be a tendency to treat the arts as dispensable to schooling when other pressures obtrude.

In February of this year the economist John Kenneth Galbraith, in an article entitled *The Artist and the Economist: why the twain must meet* (*THES*, February 18) convincingly shows the ways in which the arts interlock with economics. He stresses three relationships of increasing, even urgent, concern; the important role of objects of art – painting, sculpture and other artefacts in the capital stock of



Vermeer's "Woman Standing at a Virginal" (National Gallery)

the modern community; the expanding role of all art in the standard of living and thus as a factor in the economy at large and the important, much neglected relationship between [illegible] than the scientist or the engineer is a modern key to economic success": Galbraith draws our attention to the economic success of Italy over the last thirty years. Why? "Because its products look better – because Italian design is better. And Italian design in turn, reflects the superb commitment of Italy to artistic excellence extending over the centuries and continuing down to the present day".

These writings have been quoted in the belief that our lead is coming from outside the magic circle of the arts. Their arguments should be all the more convincing for this and provide us with impetus for further action. For it is not only the quality and substance of our work within the classroom as it affects the present but also its relevance as preparation for a life-style where a job does not automatically await the school leaver. Should we not also be articulate and convincing within the educational world at large?

Above all, as arts educators, we could be far more politically aware of the ways in which we can subsume individual differences and work together on a broader front. At the time of writing plans are afoot for the launching of a National Association for Education in the Arts which, like a similar association in France, could form the spearhead of a movement to exert pressure on the policy makers.

In this the artists and teachers, the theorists, the impresarios and the publicists are all needed. The rich diversity of the arts ought not to prove a hindrance to the constructive task of discovering common aims and of working collaboratively towards making the arts not only matter but be seen to matter. We must find ways to change the Cinderella image. In the fable, Cinderella had a fairy godmother; in the real world she would be a member of a self-help group.

Dorothy Taylor is a lecturer in music education at the University of London Institute of Education.

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Wheel in the piano continued

For me, however, the day will not be quite over. If it's Wednesday and 3.35, it must be choir practice! I wonder how many of our little dears will arrive tonight? Perhaps the duet from *Hansel and Gretel* will have to be performed by the vocal forces originally intended by the composer. I have already been accosted by several pupils who, for very good reasons, cannot attend tonight. John has an urgent appointment with "a man who's going to sort out his in-grown toenail". Deborah has to collect her younger brother from the local primary, as her mother is in hospital "having a baby brother". Amanda is having her ears pierced (I'm sure for the second time), and Alex brought a note from Mum detailing some inexplicable link between choir practice and an outbreak of athletes foot.

Something about a wedding feast comes to mind. Ah well, we will soldier on.

I hope Miss Clarke, who acts as our accompanist, manages to attend tonight. I'm sure she means well, but I am becoming increasingly suspicious of her rather too frequent Wednesday night appointments with her analyst. I wonder if the accompaniments are a little too taxing? Any piece involving the use of semiquavers seems to result in one of three tempi – largo, adagio (molto) or reverse! Accompaniments in more difficult keys, A major for example, also seem to result in some soul (and not) searching and the term "accidental" has acquired a new meaning recently.

To the uninitiated our choir practices must seem rather informal affairs, a sort of living Giles cartoon. I find it's rather like being a red-coat, the cardinal rule being "keep the customer happy". Severe reprimands for chewing gum, talking while yours truly is extolling the beauty of some melodic phrase, or perusing this week's edition of *The Beano*, must be interspersed with relevant quotations from the *Two Ronnies Joke Book* (I gave up on the original material when, after cracking the old favourite about murder on the high Cs, I heard a still small voice whisper; "Told you he would – that's 10p you owe me".

I think I shall begin with a bit of morale boosting – how well things are going, how glad I am it's Wednesday again, we may not have the quantity but we have the quality, it's half-term next week the authority has banned corporal punishment etc. After this we'll launch into some scales – this is the point at which our beloved cleaning lady, who is usually engaged in lavishing her attentions on the corridor outside the music room, suddenly seems to find the lure of the upstairs labs irresistible.

After this I shall attempt "to boldly go where no man" etc. and begin work on a new addition to our repertoire. I have decided to launch into a more modern opus, taken from one of the latest pop cantatas. This should have the parents tapping their feet at our end of term concert, though I suppose one must weigh the benefits of this against the possibly lethal effects the accompaniment may have on Miss Clark.

All this should take us to 4.30 and the end of the day. I suppose I will then nip up to the staff room for the usual, plus a 10-minute wind-down followed by a further five minutes to wind up the energy to drive back over the unmusical hills.

My God, I'm at the school gates. Hope no-one was trying to cross the zebra! It's 8.50, no time for the usual in the staffroom. Time to face the day – for the second time. Ah well – wheel in the piano!

MIDDLE SCHOOL EDUCATION
continued

By Subject Classification

Home Economics

Scale 1 Posts

HUMBERSIDE
EDUCATION COMMITTEE SCUNTHORPE DIVISION BOOTHFERRY MIDDLE SCHOOL Western Road, Goole. Head Teacher: P. N. R. Miles. No on Roll: 430 RE-ADVERTISEMENT A Teacher of HOME ECONOMICS (Scale 1) is required for this purpose built Middle School from 1st September, 1983 or as soon as possible thereafter. Application forms obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 18th July, 1983 (f.s.a.e. please). (15518) 123092

Mathematics

Scale 1 Posts

HERTFORDSHIRE
LYNDHURST SCHOOL Gateshead Road, Boreham Wood Required for September, Scale 1 teacher for this 9 - 13 years Middle School to join the 1st Year team to be responsible for general subject teaching with an especial interest in teaching Mathematics at any level within the school. Applications to the Headmaster with the names of two referees and s.a.e. (14306) 123422

STAFFORDSHIRE
EDUCATION COMMITTEE CODSALL 9 - 13 MIDDLE SCHOOL Wolverhampton Road, Codsall, Wolverhampton Required for one year from September, 1983 temporary teacher of MATHEMATICS (Scale 1). Application forms obtainable from and returnable to the Headteacher (s.a.e.). All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (15780) 123422

Modern Languages

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH CHURCH HILL MIDDLE SCHOOL Woodplace Lane, Church Hill, Redditch. Worcestershire B98 9LR.
Required for September, 1983, Assistant Teacher Scale 1, qualified and trained to teach French throughout the 9 - 13 age range. Ability to offer expertise in Music would be a considerable advantage.
Telephone Headmaster on Redditch 64663 for application form and further details.
Application forms and further details available from the Headmaster on receipt of a foolscap s.a.e. (15789) 123692

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE CRANMER MIDDLE SCHOOL Cranmer Road, Mitcham, Surrey Headteacher: Mrs. R. Ramsay Tel: 01-648 2621 Age Range: 9 - 13 years No. on Roll: 500 Required for September 1983 a Scale One Teacher for French and General Subjects with help in Boys' P.E. or Games. London Allowance £939 Legal expenses and assistance towards removal expenses will be considered in approved cases. Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (15044) 123622

Physical Education

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE BLAKELEY HEATH MIDDLE SCHOOL Sytch Lane, Wombourne, Wolverhampton WV5 0JR Required for September, 1983 class teacher (Scale 1) to assist with Boys' PHYSICAL EDUCATION and GAMES and out of school activities. Ability to teach Geography would be useful. Application forms obtainable from and returnable to the Headteacher (s.a.e.). All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (15781) 124222

WEST SUSSEX
MIDHURST INTERMEDIATE SCHOOL Wheelbarrow Castle, Easebourne, Midhurst GU29 9AG (Mixed Comprehensive School Age Range 10 - 13. 500 on roll) Required September 1983, Scale 1 teacher for Boys P.E. and Games. Ability to teach Geography or Science an advantage. This is a temporary post initially for one term with the possibility of a permanent post for January 1984. Form and details from Headmaster at school. (14612) 124222

Religious Education

Scale 2 Posts and above

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE WILLIAM MORRIS MIDDLE SCHOOL Recreation Way, Mitcham, Surrey CR4 1PJ Headteacher: Mr. B.M. Clasby, B.A. Tel: 01-764 9765 Age Range: 9 - 13 years No. on Roll: 545 Required for January 1984, a teacher of general subjects and Religious Education. A Scale 2 post is available for a suitable candidate. London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases. Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. CLOSING DATE: As soon as possible. (15041) 124420

Social Studies

Heads of Department

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE CRANMER MIDDLE SCHOOL Cranmer Road, Mitcham, Surrey Headteacher: Mrs. R. Ramsay Tel: 01-648 2621 Age Range: 9 - 13 years No. on Roll: 500 Required for January 1984 an experienced, suitably qualified and enthusiastic teacher as Head of Social Studies. The post carries a Scale Two or Three allowance. London Allowance £939 Legal expenses and assistance towards removal expenses will be considered in approved cases. Application forms and further paticulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. CLOSING DATE: As soon as possible. (15043) 125018

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON Education Committee CRANMER MIDDLE SCHOOL Cranmer Road, Mitcham, Surrey Head Teacher: Mrs. R. Ramsay Tel: 01-648 2621 Age Range: 9 - 13 years No. on Roll: 500 Required for September 1983, a temporary teacher for one term for Social Studies. This will be a specialist post covering mainly 3rd and 4th year pupils. A Scale 2 is available for a suitably qualified and competent person. London Allowance £939. Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. Closing date: As soon as possible. (14479) 125022

Technical Studies

Scale 2 Posts and above

BEDFORDSHIRE
SOUTHERN AREA LINSLADE MIDDLE SCHOOL Mentmore Road, Linslade, Leighton Buzzard, Beds. LU7 7PA Headmaster: Mr. J. Webber Required for January, 1984, a teacher of Craft, Design, Technology Scale 2. The school has a flourishing, well equipped centre to current middle school requirements, and the teacher appointed would be expected to have a thorough understanding of a modern design based approach using a variety of materials. Application forms and further details are obtainable from the Headmaster at the School (s.a.e. please). (14538) 125420

Other than by Subject Classification

Scale 1 Posts

HUMBERSIDE
COUNTY COUNCIL Education Department Kingston upon Hull Division WOLD JUNIOR HIGH SCHOOL Wold Road, Hull Head: M. Clark Required for September, Scale 1 class teacher, initially for first years in this mixed junior high school for pupils aged 9 - 13 years. Qualifications and/or experience required in P.E., Movement and Girls' Games. Application forms available from the Head should be returned by 20th July. (13811) 125622

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL MANDALE MIDDLE SCHOOL Required for September 1983, an enthusiastic energetic and versatile class teacher to work initially with third year children. Applicants should indicate which subject areas and extra-curricular activities they can contribute in a modern semi-open plan 9 - 13 middle school. Permanent Scale 1 post. Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher, Mandale Middle School, Cooper Lane, Bradford BD6 3WW by 18th July 1983. Reference ET 68893/TES. Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex age or disability unless otherwise stated. (14994) 125692

HEREFORD AND WORCESTER
COUNTY COUNCIL
DINGLESIDE MIDDLE Woodrow North, Redditch, Worcs B98 7RH
Assistant Teacher required for this purpose built 9 - 13 Middle School. Candidates must be prepared to teach General Subjects and offer expertise in Mathematics, French or Science and must be qualified to assist with Boys' Physical Education and Games. Scale 1.
ST. ANNE'S MIDDLE Wyre Hill, Bewdley, Worcs. DY12 2UQ
Required for September 1983.
Temporary Assistant Teacher to replace a colleague on a year's secondment. Ability to offer special help in Mathematics and boys' physical education throughout the school an advantage. Scale 1 or 2.
Further details and application forms from the Headmasters on receipt of a foolscap s.a.e. (15795) 125622

KIRKLEES
METROPOLITAN COUNCIL Directorate of Educational Services Ref: 251 HOLMFIRTH HIGH SCHOOL Heys Road, Holmfirth, Huddersfield HD7 2RE Required for 30th August 1983, teacher Scale 1 to join 1st Year Team. General form subjects plus participation in basic courses. Please see Secondary Other than by Subject for details. (13501) 125622

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE ALPHEA MIDDLE SCHOOL Courtney Road, Merton, SW19 2ED Head Teacher: Mrs. J. Slattery Tel: 01-542 5844 Age Range: 9 - 13 years No. on Roll: 270 Required for September 1983 a temporary Scale One General Subjects Teacher to cover a maternity leave. An ability to teach French would be an advantage. London Allowance £939. Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. Closing date: As soon as possible. (14481) 125622

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE ALPHEA MIDDLE SCHOOL Courtney Road, Merton, SW19 2ED Head Teacher: Mrs J. Slattery Tel: 01-542 5844 Age Range: 9 - 13 years No. on Roll: 270 Required from September 1983, a Scale One temporary teacher for some class teaching within the second year. An ability to assist with Girls' P.E./Games would be a definite advantage. London Allowance £939. Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. CLOSING DATE: As soon as possible. (14482) 125622

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE WILLIAM MORRIS MIDDLE SCHOOL Recreation Way, Mitcham, Surrey Head Teacher: Mr. B.M. Clasby, B.A. Tel: 01-764 9765 Age Range: 9 - 13 years No. on Roll: 545 Required for September 1983 a temporary Scale 1 Teacher of general subjects and Religious Education. London Allowance £939. Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. CLOSING DATE: As soon as possible. (15040) 125622

Secondary Education

Headships

DEVON
Please see displayed advertisement on page 46 (14551) 130010

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT Swale Division ROWENA SCHOOL FOR GIRLS Sittingbourne Group: 8 Roll: (Spring Term 1983): 738. HEAD TEACHER Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this Girls High School (11 - 16) which falls vacant at the end of the Autumn Term 1983, upon the retirement of the present Headmistress, Miss. J. F. Sutton. Under the Authority's Thames-side scheme of secondary education, the school has a comprehensive intake of about 6 forms of entry in years one and two. At the age of thirteen, pupils either transfer to Upper Schools (13 - 18) to follow careers leading to GCE 'O' and 'A' levels, or remain at Rowena where they prepare for GCE 'O' level and CSE examinations. Re-advertisement, previous applicants will be reconsidered. Application forms and further particulars from the Divisional Education Officer, Divisional County Offices, Avenue of Remembrance, Sittingbourne, Kent ME10 4DD. (sae please) Closing date for applications: 22.7.83. (14444) 130010

NORTH YORKSHIRE
COUNTY COUNCIL
WHITBY SCHOOL (Group 11)
Applications are invited from suitably qualified and experienced candidates for appointment as HEAD of this 14 - 18 mixed comprehensive school with approximately 985 pupils on roll, including 235 in the Sixth Form.
The appointment is available from 1 January 1984.
Application forms and further details are available, on receipt of a stamped addressed envelope, from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE to whom completed forms should be returned by 25 July 1983. (13269) 130010

SOLIHULL
EDUCATION COMMITTEE LIGHT HALL SCHOOL Hathaway Road, Shirley, Solihull, West Midlands B90 2PZ HEADSHIP - GROUP 10 Applications are invited from suitably qualified and experienced teachers for this appointment tenable from 1st January 1984. Light Hall is an 11 - 16 all ability school with an anticipated number on roll in September, of 1040. The School is situated in a pleasant area with extensive playing fields. Application forms and further details from the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU (please enclose s.a.e.). Closing date: 29th July, 1983. (14864) 130010

STAFFORDSHIRE
EDUCATION COMMITTEE EDGECLIFF COMPREHENSIVE SCHOOL Enville Road South, Kinver, Nr. Stourbridge, West Midlands, DY7 6AA Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER (group 10) of this 11 - 18 mixed Comprehensive School serving Kinver and surrounding villages in a beautiful rural area, within easy access of West Midlands, M5 and M6 motorways. The appointment will take effect from 1st January, 1984. Application forms obtainable from and returnable to the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford, ST16 2DH (s.a.e.). Closing date 18th July, 1983. All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (13165) 130010

Deputy Headships Second Masters/ Mistresses

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM WARREN COMPREHENSIVE SCHOOL (Roll 1000) Whalebone Lane North, Chadwell Heath, Romford, Essex Required for January 1984 FIRST DEPUTY HEADTEACHER for this Group 11 Comprehensive School. Salary: £12,843 - £14,073 per annum plus £939 per annum Inner London Allowance. Reimbursement of removal expenses in approved cases. Application forms and further details available from the Headteacher (s.a.e. please). Closing date 22nd July 1983. (14386) 130012

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Area RAANS COUNTY SECONDARY SCHOOL Quill Hall Lane, Amersham Head: J.M. Capey, B.A. Required for January 1984 due to the retirement of the present post holder, a DEPUTY HEADTEACHER. A candidate is sought who has had wide and varied experience of teaching in a number of subject areas. Application form and further details available from the Education Officer, Beaconsfield/Chiltern Area, 26 London Road West, Amersham. Closing date 22nd July, 1983. (13566) 130012

HEREFORD AND WORCESTER
COUNTY COUNCIL
ST. AUGUSTINE'S CATHOLIC HIGH SCHOOL Stonepits Lane, Off Windmill, Redditch
(13 - 18)
SECOND DEPUTY HEAD (Group 10)
Required for January 1st, 1984, a practising Roman Catholic, to take a major role in the management of this Roman Catholic High School. Duties to be negotiated with the First Deputy and Second Mistress. Vacancy is caused by the promotion of the present holder to a Headship.
Further details from the School upon request. Applications in the first instance to the Chairman of Governors, C/O St. Augustine's Catholic High School, Stonepits Lane, Hunt End, Redditch B97 5LX. Closing date: two weeks from the date of this advertisement. (14295) 130012

HUMBERSIDE EDUCATION COMMITTEE

HEADSHIPS

SIR HENRY COOPER HIGH SCHOOL, Thorpepark Road, Orchard Park Estate, Hull
941 pupils on roll, Burnham Group II, age range 13–18
KELVIN HALL HIGH SCHOOL, Bricknell Avenue, Hull
796 pupils on roll, Burnham Group II, age range 13–18

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher which will become vacant with effect from 31st August, 1983, following the retirement of the present Head. The successful candidate will be expected to commence duty in January, 1984.

Application forms and further particulars are obtainable from the Director of Education (HQ Staffing), County Hall, Beverley, North Humberside HU17 9BA, (tel: (0482) 887131, Ext 3317) to whom completed forms should be returned *not later than Monday, 18th July, 1983.*

Full and fair consideraton will be given to all disabled applicants.

LONDON BOROUGH OF BARKING AND DAGENHAM
Bishop Ward Catholic Comprehensive School
Dagenham, Essex
Voluntary Aided (6 FE) Boys' 11–18
Group 9 – Roll 565

Due to the retirement of our present Headmaster on 31st December 1983, after 29 years service to the School, applications are invited for the appointment of

HEADTEACHER

from January 1984.

The successful applicant will be a practising Roman Catholic teacher with good honours or higher degrees and relevant experience.

Group 9 salary £15,027–£16,281 per annum plus London Allowance of £939.

Reimbursement of removal expenses in approved cases.

Application forms and information concerning the School, are available from the School Secretary, Bishop Ward Catholic Comprehensive School, Wood Lane, Dagenham, Essex RM8 1JT, to be returned to the Chairman of Governors at the School by 31st July 1983 (s.a.e.).

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1984

WARD'S BRIDGE HIGH SCHOOL – GROUP XI

SECOND MISTRESS/ MASTER

Applications are invited from suitably qualified and experienced teachers for the above post in this 11–18 mixed comprehensive school situated in a residential area of the borough. The successful applicant will, as a member of the Senior Management Team, be involved in all major policy making for the school and, in addition to some responsibility for girls' welfare, will assume duties which will be partly decendent on the specific expertise offered. A wide range of courses at A level has been developed.

Application forms and further details are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy.

WOLVERHAMPTON centre of progress

SECONDARY DEPUTY HEADSHIPS
continued

NORFOLK

GT. YARMOUTH HIGH SCHOOL
Salisbury Road, Gt. Yarmouth NR30 4LS

GROUP 11 1100 12 - 16 mixed

SECOND MASTER/MISTRESS required for September, 1983, is possible.

Further details obtainable by telephoning the school. Gt. Yarmouth 57277.

Applications by letter, enclosing curriculum vitae and the names and addresses of two referees, to the Headmaster at the school by 13th July, 1983. (13243) 130012

NORTH YORKSHIRE

COUNTY COUNCIL
ST JOHN FISHER R.C. HIGH SCHOOL
Hookstone Drive, Harrogate HG2 8PT
SECOND MASTER/MISTRESS (Group 10, Deputy Head Scale) required for January 1984. Applications are invited from practising Roman Catholic teachers for this 11 - 18 comprehensive school (800 on roll). Duties to include administration and curriculum organisation with specific responsibility for girls' pastoral welfare.

Applications by letter, giving curriculum vitae and the names and addresses of two professional referees to be sent to the Chairman of Governors c/o the School within two weeks of the appearance of this advertisement. Further information may be obtained from the Headmaster on receipt of a foolscap s.a.e. (14931) 130012

SOMERSET

CRISPIN SCHOOL
Street

(11 - 16 Mixed Comprehensive, 1170)

For January 1984. Second Deputy Head (Pastoral) for this Group 11 school.

Application form and details (sae) from the Head at the school.

Closing date 22 July 1983. (14819) 130012

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
SHINEY ROW SCHOOL
Success Road, Philadelphia, Houghton-Le-Spring DH4 4TL (Group 10)
Required for January 1984, or earlier if possible:- First Deputy Headteacher (Group 10).
Application forms and further details obtainable from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN on receipt of a stamped addressed foolscap envelope [illegible]

Remedial Posts

Heads of Department

HERTFORDSHIRE

FEARNHILL SCHOOL
Icknield Way, Letchworth
Group 10: N.O.R. 740
(Head: Mr. F.B. Lane)
Required from 1st November, 1983 for two terms: experienced remedial teacher to replace Head of Special Needs department during maternity leave. Scale 3 post available for suitable applicant. Interest in a wide range of remedial provision and diagnostic testing an advantage. Fearnhill is likely to be involved in the Hertfordshire Achievement Project for slow learners from September 1983.

Apply immediately by letter to the Headmaster at the school, enclosing curriculum vitae and names of two referees. (13538) 131018

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY PARKWAY COMPREHENSIVE SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 6UE

(550 boys and girls, 11 - 18 years SPA payable)

Required for September 1983: SCALE 3, HEAD OF REMEDIAL.

The successful applicant will be expected to liaise with departments throughout the school with regard to the education of less able pupils in addition to carrying out specialist remedial activities with special withdrawal pupils.

For application form and further details send s.a.e. to the Acting Headteacher to whom completed forms should be returned within the next fourteen days. (14267) 131018

Scale 1 Posts

BARNSLEY

METROPOLITAN BOROUGH COUNCIL
BROADWAY SCHOOL
Broadway, Barnsley.
(11 - 16 Mixed Comprehensive - No on roll 895)
HEADTEACHER: Mr B.J. Nolan M.A.
Required for September 1983 TEACHER (Scale 1) to assist with REMEDIAL EDUCATION

Application by letter giving full curriculum vitae and the names and addresses of two referees to the Headteacher at the School as soon as possible. (14836) 131022

BEXLEY

LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW
Tel: 01-310-0111
Group 10

Mixed Roll 1050

Required for September 1983, a teacher of REMEDIAL EDUCATION, Scale 1, to join a successful expanding and dedicated Remedial Education Department. The Department is very well equipped in its own two suites. It uses the small group approach.

L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Application forms and further details from Headmaster - please enclose foolscap s.a.e. (14374) 131022

BEXLEY

LONDON BOROUGH
HOWBURY GRANGE SCHOOL
Slade Green Road, Erith, Kent DA8 3HX. Tel: Erith 47831.
Required for September, part-time teacher for Special Needs (.5). All day Monday, Tuesday and Friday morning.
Application form and further details from the Headmaster. (15917) 131022

BEXLEY

LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Erith 48231
Co-educational Catering for entire ability range
Required for September 1983. Teacher to join Remedial Department (Scale 1) working principally but not exclusively with children in years 1, 2 and 3.
Further details together with application forms may be obtained from the Headmaster.
LAA £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (15501) 131022

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
Education Department
LANGUAGE ENRICHMENT TEACHERS, SCALE 1 + SSA
The Authority is seeking to appoint from August 1983 two suitably qualified experienced language enrichment teachers (Scale 1 + £711) with experience of Remedial Education.
The teachers will be deployed on the staff of the Ostler School, Battinson Road, Halifax. The school is an 11 - 16 Secondary Modern School with 400 boys and girls on roll.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headteacher of Ostler School, Battinson Road, Halifax HX1 4RG to whom completed forms should be returned by 20th July 1983. (14404) 131022

[illegible] Havering Road North, Romford RM1 4YY
(Roll 1287 Mixed)
Tel: Romford 47353
Headteacher: D.A. Steward, B.A.
REMEDIAL, SCALE 1
Required for September 1983 to help in the work of a progressive department which is organised on a withdrawal basis. A second subject would be required from the successful applicant.
Letters of application should be sent to the Headteacher enclosing full curriculum vitae and the names of two referees. (15800) 131022

HERTFORDSHIRE

JOHN F. KENNEDY SCHOOL (R.C.)
Hollybush Lane, Hemel Hempstead
Mixed all-ability 11 - 18 school 850 on roll
Required September, Remedial teacher with particular interest in teaching Mathematics to slow learning pupils.
Applications welcomed from teachers with Junior school training experience. Salary Scale 1 with Outer Fringe Weighting.
Please apply to the Headmaster with C.V. and names of two referees as soon as possible. (14340) 131022

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HOLMFIRTH HIGH SCHOOL
Heys Road, Holmfirth, Huddersfield HD7 2SE
(REF 852)
Required for 30th August 1983 teacher, SCALE 1 for REMEDIAL work mostly in the first two years in this rural urban school of 1200 pupils. Another definite teaching subject is required and should be stated.
Letters of application with curriculum vitae and details of 2 persons for reference to the Head Teacher within 14 days of this notice in the press. (13502) 131022

NEWHAM

LONDON BOROUGH OF NEWHAM
ST JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AX
Head Teacher: E.J.M. Lawn
Number on roll: 730
REMEDIAL TEACHER Scale 1/2
Required September 1983 or as soon as possible.
SPECIAL LEARNING SUPPORT.
A qualified remedial specialist to teach mathematics and English to small groups of less academic pupils. Must be practising Catholic and hold the Catholic Teachers Certificate. Scale 2 available for suitably experienced teacher.
London Allowance: £939.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 18th July 1983. (14961) 131022

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY PARKWAY COMPREHENSIVE SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 6UE

(550 boys and girls, 11 - 18 years SPA payable)

For September 1983: SCALE 1 REMEDIAL teacher required.

For application form send s.a.e. to the Acting Headteacher at the above address to whom completed forms should be returned within the next fourteen days.

KNOWSLEY BROOKFIELD COMPREHENSIVE SCHOOL
Bracknell Avenue, Southdene, Kirkby, Merseyside L32 9PP

(1,000 boys and girls, 11 - 18 years SPA payable)

For September 1983: SCALE 1, REMEDIAL teacher required.

Applicants should apply by letter to the Headteacher at the above address giving details of age, qualifications and experience, together with the names of two referees, within the next fourteen days. (14268) 131022

By Subject Classification

Arts and Design

Scale 2 Posts and above

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
WINTON HIGH SCHOOL
Sutherland Street, Winton, Eccles.
Telephone 061-789 1716
(11 - 16 Mixed Comprehensive - 600 on roll)
Required for the 1st September 1983, or as soon as possible thereafter, a HEAD OF THE ART DEPARTMENT (Scale 3) + S.P.A.
Application form and further particulars are available from the Headmaster on receipt of a stamped addressed envelope. Completed application forms should be returned to the school as soon as possible. (13577) 131220

Scale 1 Posts

BEDFORDSHIRE

[illegible] Nr. Luton, Beds. LU1 4BB
Headmaster: G. Kellett, B.A.
NOR 1000
170 in sixth form
Required for September 1983, for this well established comprehensive Upper School in purpose built accommodation in a semi-rural location a teacher of Art to work in the Design Faculty. The Art to work in the Design Faculty. The Art Department is run on a multi-media basis and some of the following skills are required: screen printing, textiles, ceramics, photography. The person appointed will be required to work to 'A' level standard.
Application forms and further details are obtainable from the Headmaster at the School (s.a.e. please). (14350) 131222

BEDFORDSHIRE

Southern Area
LEA MANOR HIGH SCHOOL & COMMUNITY COLLEGE
Northwell Drive, Luton, Beds.
0582 595121
Headmaster: A. Brown, M.Ed.
Required for September 1983, a fully qualified Art teacher Scale 1. Applicants must be specialist in either print making or pottery able to teach up to G.C.E. 'O' level. Closing date 18th July 1983.
Application forms and further details are obtainable from the Headmaster at the school (s.a.e. please). Please apply immediately informal telephone enquiries would be welcome. (14343) 131222

BEXLEY

LONDON BOROUGH
SIDCUP SCHOOL FOR GIRLS
Alma Road, Sidcup, Kent
Tel: 01-300 7951
Required for September, a part-time teacher of Art for approximately 2½ days weekly to join a thriving Art and Craft Dept. which teaches girls of all ages and abilities. Courses lead to CSE, 'O' and 'A' level.
Please telephone the school for further details.
Application forms will be despatched on receipt of foolscap s.a.e.). (14358) 131222

BEXLEY

LONDON BOROUGH
BLACKFEN SCHOOL FOR GIRLS
Blackfen Road, Sidcup, Kent DA15 8NU.
Roll 835. 6th Form 100.
Tel: 01-303 1887.
Required for September 1983, Scale 1 teacher of Art with Humanities and Physical Education.
Applications (no forms initially) by detailed letter, with c.v. and two referees, s.a.e.p. to the Headmistress. Telephone enquiries welcome.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (13254) 131222

LONDON SW1

GREY COAT HOSPITAL
Greycoat Place, Westminster.
Voluntary-Aided Church of England Comprehensive School (930 girls 11 - 18 years).
REQUIRED FOR SEPTEMBER - Qualified and experienced teacher to be responsible for POTTERY and CERAMICS in the Upper School to 'A' Level. Part-time 2 days (0.4). Well equipped room with opportunity for imaginative development.
Apply by letter to the Headmistress as soon as possible sending curriculum vitae and names of two referees. (15908) 131222

LONDON

ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
(Voluntary Aided)
Crooms Hill, Greenwich SE10 8HN
Tel: 858 4613
Roll 575
Required September: Teacher for Art. Scale 1. Experience with clay an advantage.
Please apply to the Headmistress enclosing curriculum vitae and the names of two referees and a copy of a recent testimonial. (14024) 131222

NEWHAM

LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Head Teacher: Mr. S.J. Ezra
Number on roll: 1200 (mixed 11 - 18)
ART TEACHER
Scale 1
Required September 1983.
A keen and well qualified teacher of Art to join a forward looking and enthusiastic department. The successful candidate should be prepared to offer simple printing and lower school pottery. There will be the opportunity to teach CSE option groups.
Visits are welcome. Tel: 01-478 8024.
London Allowance: £939 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 15th July 1983.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (14974) 131222

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
BROUGHTON HIGH SCHOOL
Camp Street, Salford M7 9LY
(11 - 16 Mixed Comprehensive - 550 on roll)
TEACHER OF ART/CERAMICS - SCALE 1
Required for September, 1983 or as soon as possible thereafter an enthusiastic teacher to teach Art to the first three years and Ceramics throughout the school.
Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (15008) 131222

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
ST. LAWRENCE R.C. HIGH SCHOOL
Weaste Lane, Salford M5 2JH.
(11 - 16 Mixed Comprehensive - 560 on roll) required for September 1983 or as soon as possible thereafter.
Teacher for Art/Graphic communications with an interest in Technical Drawing. Scale 1. It is also desirable that the successful applicant be qualified to teach R.E.
Please send stamped addressed envelope for application form and further particulars to Monsignor B. Travers, All Souls Presbytery, Liverpool Street, Salford 5, to whom completed applications should be returned as soon as possible. (13260) 131222

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
MOORSIDE HIGH SCHOOL
East Lancashire Road, Swinton, Manchester M27 3BB
(11 - 16 Mixed Comprehensive - 1260 on roll)
Required for September 1983 or as soon as possible thereafter.
Permanent full-time teacher of ART and DESIGN with an interest in Ceramics. Art is taught very successfully to 16+ level over full ability range. New Art Rooms just commissioned. Scale 1.
Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (13574) 131222

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
AINSDALE HIGH SCHOOL
Sandringham Road, Southport, Merseyside PR8 2PJ
TEMPORARY PART-TIME TEACHER OF CERAMICS (0.4) (Scale 1) required for September 1983 for one year.
Apply by letter to the Headteacher of the school, enclosing curriculum vitae, names and addresses of two referees and s.a.e.
Closing date 18th July 1983. (14624) 131222

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS
Scale 1 - Required for January 1984, a teacher of Art, with specialist skills in Ceramics and/or 3 Dimensional work, to join an vigorous and successful department of four.
Please phone or write to the Registrar at the school (0742 392571) for further details BEFORE applying for this post. Closing date: 19th July 1983. (14276) 131222

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
EARL MARSHAL SCHOOL
Earl Marshal Road, Sheffield S4 8LA
Applications are invited from suitably qualified teachers for a part-time appointment (Scale 1 + SPS) to teach Art in the 12 - 16 age range including joint CSE/GCE groups. The times required are Tuesday afternoon, all Thursday and all Friday.
Apply by letter in the first instance to the Headmaster, enclosing a full curriculum vitae and the names and addresses of two referees. Closing date: Thursday 14 July 1983. (14421) 131222

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
WARWICK GIRLS' HIGH SCHOOL
Brooke Road, London E17
Head: Mrs. K. Stephens
REQUIRED FOR SEPTEMBER, PART-TIME ART TEACHER SCALE 1 plus London Weighting required in this School for pupils aged 11 - 14 years, for three days per week.
Application form available from Headteacher (send s.a.e.).
Closing date 18th July. Ref. No.: P94/304. (13528) 131222

Lancashire County Council

An Equal Opportunities employer

Unless otherwise stated, the following are required for 1st September, 1983. Closing date: 21st July, 1983.

Secondary Schools

Forms/further details from/to Headteacher at the school. SAE please.

Re-advertisement
HYNDBURN MOUNT CARMEL RC HIGH (AIDED)
Frederick Street, Oswaldtwistle (11–18 comp, 1,120 on Roll)
1st September, 1983 or 1st January, 1984.
SCALE 3 – HEAD OF MODERN LANGUAGES. TO TEACH UP TO 'A' LEVEL FRENCH, SECOND LANGUAGE GERMAN AN ADVANTAGE

Re-advertisement
LYTHAM ST. ANNES, ST. BEDES RC HIGH (SPECIAL AGREEMENT)
Talbot Road, Lytham (11–16, 638 on Roll)
1st January, 1984.
SCALE 2 – COMPUTER STUDIES WITH MATHEMATICS

Re-advertisement
BRIERFIELD, MANSFIELD HIGH
Elland Road, Brierfield (Mixed 11–16 comp, 958 on Roll)
1st September 1983/1st January 1984.
SCALE 2 – RELIGIOUS EDUCATION (RE THROUGHOUT THE SCHOOL INCLUDING 'O' LEVEL)

LANCASTER, THE CASTLE COUNTY SECONDARY
Crag Road, Lancaster (505 on Roll, 11–16 mixed)
1st September, 1983 or as soon as possible.
SCALE 1 – ENGLISH TO CSE AND 'O' LEVEL. GRADUATE PREFERRED

CLITHEROE RIBBLESDALE COUNTY SECONDARY
Queens Road, Clitheroe (1,126 on Roll)
SCALE 1 – GEOMETRICAL DRAWING WITH GENERAL SUBJECTS

BOWLAND COUNTY SECONDARY
'Riversmead', Grindleton, Clitheroe (330 on Roll)
1st September, 1983 or as soon as possible.
SCALE 1 – GIRLS PE; STATE OTHER SUBJECTS (ENGLISH ADVANTAGE)

ORMSKIRK CROSS HALL HIGH
Wigan Road, Ormskirk (1,314 on Roll)
SCALE 1 – HISTORY

ST. THOMAS, THE APOSTLE RC HIGH (AIDED)
Glenburn Road, Skelmersdale (Mixed; 603 on Roll)
SCALE 1 – FRENCH

BLACKBURN EVERTON HIGH
Manxman Road, Blackburn (Mixed 11–18; 1,003 on Roll)
SCALE 1 – BOYS' PE WITH GENERAL SUBJECTS
Closing date for this post only, 18th July, 1983.

BURNLEY IVY BANK HIGH
Byron Street, Burnley (Co-ed 11–18; 1,064 on Roll)
1st September, 1983 or as soon as possible thereafter.
TWO POSTS:
1. SCALE 1 – MATHS
Re-advertisement
Previous applicants will be re-considered.
2. SCALE 1 – ENGLISH

DISTRICT APPOINTMENT ALLOCATED TO BURNLEY LANGUAGE CENTRE
Based at Barden High Language Unit
SCALE 1 – ESL TEACHER – SECONDARY
Forms/further details for this post only from/to District Education Offices, 14 Nicholas Street, Burnley.

BACUP FEARNS COUNTY SECONDARY
Fearns Moss, Stacksteads, Bacup (1,250 on Roll)
1st September, 1983 or 1st January, 1984.
SCALE 1 – DRAMA

ROSSENDALE ALL SAINTS RC HIGH (AIDED)
Haslingden Road, Rawtenstall, Rossendale (505 on Roll)
SCALE 1 – SPECIAL EDUCATIONAL NEEDS THROUGHOUT THE SCHOOL

BACUP AND RAWTENSTALL GRAMMAR
Waterfoot, Rossendale (830 on Roll, 205 Sixth)
SCALE 1 – ENGLISH TO 'O' LEVEL

Careers

Heads of Department

NEWHAM

LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Head Teacher: Mr. S.J. Ezra
Number on roll: 1200 (mixed 11 - 18)
HEAD OF CAREERS & GUIDANCE
Scale 3
Required January 1984.
A well qualified and energetic teacher with counselling skills to develop and co-ordinate school policy on Vocational Guidance, the Careers Curriculum, work experience, links with industry and recent initiatives for school leavers.
Visits are welcome. Tel: 01-478 8024.
London Allowance: £939 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 15th July 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (14977) 131418

SECONDARY CAREERS
Continued

DERBYSHIRE

ILKESTON SCHOOL
King George Avenue, Ilkeston, Derbyshire DE7 5HS

Mixed comprehensive 11 - 18: 875 on roll: 125 in 6th Form

Required for January 1984 a Head of Careers (Scale 3).

Application forms and further detail may be obtained from the Headmaster at the school, S.A.E. please.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (14844) 131418

Scale 2 Posts and above

BEXLEY

LONDON BOROUGH
ST. COLUMBA'S R.C. BOYS' SCHOOL
Halcot Avenue, Bexleyheath, Kent DA6 7QB
Tel: Crayford 53236

Required for September 1983/January 1984, Careers teacher to be able to accept responsibility for Careers teaching in years 3 - 5 and 6th form. Ability to teach Religion to 'O' level as a second subject would be an advantage, as would an interest in Games. A Scale 2 post is available for suitably experienced teacher. Applicants should be practising Catholics.

L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Requests for application forms (enclosing foolscap s.a.e.) should be sent to the Headmaster. (14365) 131420

Classics

Scale 1 Posts

HAMPSHIRE

THE CITY OF PORTSMOUTH BOYS' SCHOOL
London Road, Portsmouth PO2 9RJ

Required September 1983, a SCALE 1 TEACHER OF CLASSICS preferably able to teach some French. The ability to assist with games would be an added recommendation.

Further details and application forms from Headmaster. (14437) 131622

HAVERING

LONDON BOROUGH OF HAVERING
SACRED HEART OF MARY GIRLS SCHOOL
St. Mary's Lane, Upminster RM14 2QR
Tel: Upminster 22660
Headteacher: Sister St Esprit Lamble M.A.

Required for September 1983 a Latin/English (Scale 1) graduate to assist with the teaching of Latin, Classical Studies and English throughout the school.

Letters of application should be sent to the Headteacher giving curriculum vitae and the names of two referees. (15785) 131622

Commercial Subjects

Heads of Department

BARNET

LONDON BOROUGH
BISHOP DOUGLASS R C SCHOOL
Hamilton Road, Finchley N2
01-444 5211
V A Mixed Comprehensive. Roll 1087 Sixth Form 217

Required January 1984 or earlier if available, HEAD OF BUSINESS STUDIES Scale 3. Modern, well resourced department. Well established courses in 4th, 5th and 6th form.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply in writing to Head Teacher with full c.v. and names of two referees (SAE) as soon as possible. (04893) 131818

LEICESTERSHIRE

RE-ADVERTISEMENT

ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics.

In the Leicestershire plan for the re-organisation of secondary education

14 - 18 Upper

ROLL 1330

HEAD OF TYPING AND OFFICE PRACTICE SCALE 2

Experienced and well qualified teacher required (Autumn term if possible) to take responsibility for this successful and thriving area of the curriculum. The department will be involved in the School's TVEI project. Previous applicants need not re-apply.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (13222) 131818

Scale 1 Posts

AVON COUNTY

HENGROVE SCHOOL
Petherton Gardens, Bristol BS14 9BU
(Mixed Comp. n.o.r. 1400)
Required for September a Teacher of Typing and Commercial Subjects to C.S.E., 'O' Level and R.S.A. standards. Pupils will be in the 3rd to 6th year age range.
Scale 1 post and fixed term contract for 1 year.
Apply immediately to Headmaster enclosing c.v. and details for two references. (14989) 131822

BEDFORDSHIRE

Northern Area
ST THOMAS MORE RC UPPER SCHOOL
Tyne Crescent, Bedford
Acting Headmaster: Mr. E. Lams
Tel: Bedford 41201
13 - 18 Co-educational, Comprehensive Roman-Catholic Upper School, No on roll 750 approx.
Required for September 1983, a part-time (0.6) TEACHER or INSTRUCTOR OF BUSINESS STUDIES, Scale one. The successful applicant should be able to offer any two or more of the following subjects: Economics, Accounts, Commerce, Typing and Shorthand (Pitmans 2000).
Application forms and further details from the Acting Headmaster, sae please. (15541) 131822

BROMLEY

LONDON BOROUGH OF BROMLEY
ROCK HILLS SCHOOL FOR GIRLS
William Booth Road, (off Anerley Road), Anerley, London SE20 8BW
GROUP 9, ALL ABILITY, 11 - 18+
REQUIRED FOR SEPTEMBER 1983
Teacher of Business Studies. The department offers a range of courses, including City and Guilds, R.S.A. and Pitmans, as well as 'A' level work. The work is largely with sixth formers (joint sixth with Kentwood School for Boys) and a candidate experienced in working with pupils of all abilities is sought. Ability to teach some Mathematics would be a recommendation. S.P.S. allowance payable.
Application forms available from the Headmistress at the school (foolscap s.a.e. please), to whom completed forms should be returned by 19th July 1983. (14520) 131822

BUCKINGHAMSHIRE

Milton Keynes Area
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
(Mixed comprehensive - approximately 1450 on roll).
Required for September 1983, a temporary full time teacher, for one term only, to teach typing and commercial subjects. Scale 1.
Ousedale School is situated on an attractive site just outside the new city of Milton Keynes.
Apply by letter to the Headteacher, M. Cole BA, giving full curriculum vitae and the names and addresses of two referees. (14531) 131822

HOUNSLOW

HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow TW3 1NE
Tel: 01-572 4461
Co-educational 1370 Pupils 300 in Sixth Form Group 12
Headteacher: Mr. G. R. de Spinoza BSc
Required from September 1983, part-time Teacher of SHORTHAND and TYPEWRITING (2½ days).
The successful candidate will join an expanding Business Studies Department which offers Typewriting (C.S.E. Pitman and R.S.A.), Shorthand, Office Practice, Business English and Commerce.
LONDON ALLOWANCE: £615 p.a. or pro rata.
CLOSING DATE: Within 10 days.
Letters of application, in the first instance, to the Headteacher (from whom further particulars can be obtained) giving full details of experience, interests and qualifications, and the names and addresses of two referees. (Stamped addressed envelope please).
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (14288) 131822

HUMBERSIDE

EDUCATION DEPARTMENT
East Riding Division
SOUTH HOLDERNESS SCHOOL
Preston, Hull HU12 8UZ
(Rural comprehensive, 11 - 18 years, N.O.R. 1620)
Readvertisement
COMMERCIAL SUBJECTS - SCALE 1
Required for September, 1983, a teacher of Commercial Subjects able to offer a range of commercial skills. An interest in word processing would be an advantage. The department has its own suite of new, well-equipped rooms. Teachers interested in part-time and/or temporary work are encouraged to apply.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 18th July, 1983. (14411) 131822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Dartford Division
DOWNS SCHOOL
Green Street Green Road, Dartford DA1 1QE
Roll 1700 (mixed)
Temporary teacher for Business Studies required for Autumn Term only. Good facilities. Scale 1. Fringe Allowance. Candidates seeking first appointments considered.
Application to Headmaster with full curriculum vitae, s.a.e. and names of two referees. (14445) 131822

LEICESTERSHIRE

THE GRAMMAR SCHOOL AND COMMUNITY COLLEGE
Bitteswell Road, Lutterworth, Leics.

In the Leicestershire plan for the re-organisation of secondary education

14 - 18 Upper

ROLL 1550

BUSINESS STUDIES SCALE 1

Required August to teach Office Practice and Typing to RSA and CSE.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (13226) 131822

MERTON

LONDON BOROUGH OF MERTON
Education Committee

RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon,

London SW19 7HB
Headteacher: Miss H.D. Whale, M.A.

Tel: 01-946 2208

Age Range: 13 - 19 years

No. on Roll: 780 Girls of whom 160 are in the 6th form

Required for September 1983 a teacher of BUSINESS STUDIES to join an expanding department which offers Shorthand, Typewriting (with Audio), Commerce, Office Studies, Computer Studies with Word processing, and Accounts to the 4th, 5th and 6th year girls in this fully Comprehensive School.

London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.

Please telephone the Headmistress immediately. (14470) 131822

NEWHAM

LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DG

Head Teacher: Miss. H. Williams

Number on roll: 1243 (girls)

TEACHER OF SHORTHAND TYPING
Scale 1
Required: September 1983.

Qualified teacher of Shorthand Typing. Teaching commitment to include preparation for external examinations with some interesting Sixth Form work. Knowledge of experience of Word Processing advantageous.

LONDON ALLOWANCE: £939.

Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 15th July 1983.

DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BH. (14970) 131822

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

SHENE SCHOOL
Park Avenue, East Sheen, London SW14 8RG

COMMERCE (Part-time - 0.5)

Required for September 1983, a part-time teacher (or instructor) of COMMERCE, to teach typing up to CSE and Pitman Stage 3.

There are excellent facilities and resources for Commerce.

Shene is an 11 - 16 mixed comprehensive school situated in pleasant grounds close to Richmond Park.

Please apply by letter immediately to the Headmaster at the school, with c.v. and names and addresses of two referees. (15775) 131822

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

HILL TOP HIGH SCHOOL
(11 - 16 Comprehensive)

Required for September 1983.

Commercial Subjects - Scale 1, please state other subjects offered.

Letters of application, stating full curriculum vitae and names and addresses of two referees should be forwarded to Head Teacher, Hill Top, West Bromwich, West Midlands. Closing date 15th July 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (14551) 131822

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

DARTMOUTH HIGH SCHOOL
(11 - 18 Comprehensive)

Required for September 1983,

BUSINESS STUDIES - Scale 1:

To offer typing, office practice and commerce. School offers T.V.E.I.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded to Head Teacher, Wilderness Lane, Great Barr, Birmingham. Closing date: 15th July 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (14548) 131822

WALSALL

METROPOLITAN BOROUGH EDUCATION COMMITTEE
POOL HAYES COMPREHENSIVE SCHOOL
Castle Drive, Willenhall, West Midlands
Required for September, 1983 FULL TIME OR PART TIME TEACHER OR INSTRUCTOR FOR BUSINESS EDUCATION (COMMERCIAL SUBJECTS) in this 11 - 18 mixed comprehensive community school. Work is available in typing, and in some of all or Commerce, Shorthand and Accounts and possibly Economics. Examination work is available to 'A', 'O', C.S.E. and City & Guilds in a rapidly expanding Department.
Closing date: 19th July, 1983.
Application forms and further details may be obtained from the Head Teacher of the School concerned on receipt of a stamped addressed envelope.
This Authority is an equal opportunity employer. (13519) 131822

Computer Studies

Heads of Department

ESSEX

BRAYS GROVE COMPREHENSIVE SCHOOL
(Roll [illegible])
Tracyes Road, Harlow, CM18 7JH
Tel: Harlow 39141
HEAD OF COMPUTER EDUCATION, SCALE 3
Required for September 1983 or January 1984. Well qualified and experienced teacher to lead Computer Education. Well developed department with examinations to CSE, 'O' and 'A' levels.
Apply to Headteacher for further particulars (foolscap s.a.e. please). (15036) 132018

Scale 1 Posts

BROMLEY

LONDON BOROUGH OF BROMLEY
NEWSTEAD WOOD SCHOOL FOR GIRLS
Orpington, Kent
Required for September 1983, or January 1984, by girl's grammar school, a part-time teacher for 'A' level economics. A full-time post available for applicant able to offer computer studies teaching to 'O' level or mathematics, (preferably with statistics).
See full details under Economics, Scale 1. (14514) 132022

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
MAYESBROOK COMPREHENSIVE SCHOOL
Cannington Road, Dagenham, Essex
(Roll 1281)

Required for September 1983: A teacher of Computer Studies. The ability to teach Mathematics and/or Physics an advantage. Scale 1 plus Inner London Allowance.

Reimbursement of removal expenses in approved cases.

Apply in writing immediately to the Headteacher, giving full curriculum vitae and names and addresses of two referees, one of whom should be your present or immediate past employer. (14561) 132022

ENFIELD

LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
(Mixed 11 - 19 Comprehensive) Roll 800

Required in September 1983, or January 1984, a teacher of COMPUTER STUDIES, Scale 1. A teacher prepared to teach half classes in forms one and two as well as C.S.E. work is needed.

London Allowance, £615. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (foolscap SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible. (15521) 132022

HERTFORDSHIRE

BISHOP'S STORTFORD HIGH SCHOOL
London Road, Bishop's Stortford, Herts CM23 3LU
Tel: 0279/54827

All ability 11 - 19. 700 boys. Computer Studies Graduate required for September to teach to A-level. Well established course and good facilities exist to be further developed.

The successful applicant will be expected to liaise effectively with other departments.

Full details available from the Headmaster (preferably by telephone). Please apply by letter including Curriculum Vitae and the name of two referees as soon as possible. London fringe allowance. (14309) 132022

METROPOLITAN BOROUGH OF Rochdale
Education Department

AN EQUAL OPPORTUNITY EMPLOYER
Crossgates CP (4–11) Tel: Rochdale 54573
Kiln Lane, Milnrow

TEMPORARY SCALE I

Part-time from 12th September 1983. To act as support for 5 junior classes. Further information available from the Acting Headteacher.
Apply by letter to the Headteacher at the school enclosing curriculum vitae and names and addresses of two referees.

Langley Community School (11–14)
Windermere Road, Middleton Tel: 061-643 6526

ENGLISH SCALE I

Interest in drama an advantage.
Forms of application from the Headteacher at the school to whom they should be returned by 18th July 1983.

Economics

Scale 2 Posts and above

BUCKINGHAMSHIRE

COUNTY COUNCIL
THE ROYAL LATIN SCHOOL
Brookfields, Buckingham MK18 1AX
Headteacher: P.A. Luff, B.A.
Roll: 645 Boys and Girls aged 12 - 19 (180 in Sixth Form)

Required for September 1983, Graduate Teacher of ECONOMICS (to 'O' and 'A' level), to help with Boys' Games (Rugby main winter sport). A scale 2 post is available for a suitably experienced teacher, but applications from teachers new to the profession will be welcomed.

Assistance with removal expenses is given in approved cases.

This is a re-advertisement and previous applicants need not re-apply.

Applications immediately by letter to the Headteacher complete with Curriculum Vitae and names of two referees. (14950) 132220

Scale 1 Posts

BROMLEY

LONDON BOROUGH OF BROMLEY
NEWSTEAD WOOD SCHOOL FOR GIRLS
Avebury Road, Orpington, Kent BR6 9SA
Tel: Farnborough 53626

Required for September 1983, or January 1984, by girls' grammar school, a part-time teacher for 'A' level economics. Well-established courses in both upper and lower sixth. A full-time post available for applicant able to offer computer studies teaching to 'O' level or mathematics, (preferably with statistics).

Application forms from the school (foolscap s.a.e. please or telephone), to which completed forms should be returned by 19th July 1983. (14516) 132222

LEICESTERSHIRE

LONGSLADE COLLEGE
Wanlip Lane, Birstall, Leicester.

In the Leicestershire plan for the re-organisation of secondary education
14 - 18 Upper

Roll: 1107

ECONOMICS SCALE 1

Required August for one year only to teach from C.S.E. to 'A' level.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (13234) 132222

English

Heads of Department

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
ST. GEORGE'S R.C. HIGH SCHOOL
Parsonage Drive, Worsley, Manchester M28 5SH
(11 - 16 Mixed Comprehensive - 650 n roll)
Required for September 1983 or January 1984.
Head of English (Scale 4 to suitable applicant).
Please send stamped addressed envelope for application forms and further details to the Headmaster to whom completed applications should be returned as soon as possible. (15005) 132418

Scale 2 Posts and above

ESSEX

HONYWOOD SCHOOL
(Roll 970)
Westfield Drive, Coggeshall, Colchester
Tel: (0376) 61231
TEACHER OF ENGLISH.
Scale 2
For September or January 1984 to teach English ('O' level and CSE). Interest in Library.
Further details and application forms from the Headteacher (foolscap s.a.e. please). (15034) 132420

STAFFORDSHIRE

EDUCATION COMMITTEE
CARDINAL GRIFFIN R.C.(A) COMPREHENSIVE SCHOOL
Stafford Road, Cannock WS11 2AW
Required for September, 1983 Assistant Teacher for ENGLISH (Scale 2) throughout the school and to take responsibility for the school library.
Application forms obtainable from and returnable to the Headteacher at the school (s.a.e.)
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (15778) 132420

Scale 1 Posts

BARNET

LONDON BOROUGH
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley N2.
01-444 5211
V.A. Mixed Comprehensive. Roll 1087. Sixth Form 217
Required September, 1983, teacher of ENGLISH, Scale 1. Successful applicant will teach English to year 3 and above and be required to teach Humanities in year 1 or 2. Some VI form work available to suitable candidate.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees, S.A.E.
Director of Educational Services. (04894) 132422

BARNSLEY

METROPOLITAN BOROUGH COUNCIL
WOMBWELL HIGH SCHOOL
Roebuck Street, Wombwell, Barnsley S73 0JU
(11 - 18 Mixed Comprehensive - No on roll 1400)
Headteacher: Mr F.H. Lunn M.Sc.
Required for September 1983 TEMPORARY TEACHER OF ENGLISH AND HISTORY (Scale 1) Required for September 1983 for one year. It is hoped to appoint a well qualified person able to teach approximately half a time-table in each of these two specialisms.
Application forms and further details are available from the Headteacher at the School to whom they should be returned as soon as possible. (14930) 132422

BEDFORDSHIRE

Southern Area
CEDARS UPPER SCHOOL & COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard, Beds. LU7 7PA
L.B. 375656
NOR 1050
including 220 in Sixth Form
Required for September 1983, a teacher of English and Drama to join a strong department of seven specialists. Teaching of English to CSE/'O'/CEE and possibly 'A' level. Opportunities for development of new courses. Specialist English rooms, dance and drama studio, wide-ranging book stock, good audio visual resources. Excellent library with full time chartered librarian. Temporary one year appointment.
A Scale 2 post may be available for a candidate of suitable experience but applications from newly qualified teachers will be welcome.
The Cedars is a purpose-built Upper School (13 - 18) with excellent Community facilities on site.
Application forms and further details are obtainable from the Head at the school (s.a.e. please). Please apply immediately informal telephone inquiries would be welcome. (14344) 132422

BEXLEY

LONDON BOROUGH
ST. COLUMBA'S R.C. BOYS' SCHOOL
Halcot Avenue, Bexleyheath, Kent DA6 7QB
Tel: Crayford 53236
English graduate required for September 1983 to teach across ability range. The successful candidate will also have an interest in the development of drama. Help with sport an advantage. Applicants should be practising Catholics.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Requests for application forms (enclosing foolscap s.a.e.) should be sent to the Headmaster. (14364) 132422

SECONDARY ENGLISH
continued

BEXLEY
LONDON BOROUGH
BLACKFEN SCHOOL FOR GIRLS
Blackfen Road, Sidcup, Kent DA15 9NU.
Roll 835, 6th Form 100.
Tel: 01-303 1887.

Required for September, a part-time (.6) graduate teacher of English. Ability to teach some Mathematics essential.

Applications (no forms initially) by detailed letter with c.v. and 2 referees, s.a.e.p., to the Headmistress. Telephone enquiries welcome. L.A.A. £615. (13253) 132422

BIRMINGHAM
CITY OF BIRMINGHAM EDUCATION DEPT.
BISHOP WALSH SCHOOL (V.A.)
Wylde Green Road, Sutton Coldfield B76 8QT
(640 boys and girls, 100 in Sixth Form)
Tel: 021-351 3215

Required for September 1983 Teacher of English (throughout the School) (Scale 1)

Applications to Correspondent Governor, c/o Headmaster at the School.

Successful candidates will be required to accept terms of 1983 C.E.C. Contract. (14566) 132422

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
RHODESWAY SCHOOL
Required for September at this 13 - 18 co-educational comprehensive school of 1,360 pupils (200 in Sixth Form), a Scale I teacher of Remedial English.

Further details and application forms may be obtained (s.a.e. please) from the Headmaster, Rhodesway School, Oaks Lane, Allerton, Bradford BD15 7RU to whom completed forms should be returned by 18th July 1983.

Reference ET 68583/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (14991) 132422

DERBYSHIRE
EDUCATION COMMITTEE
HOMELANDS SCHOOL
Village Street, Derby DE3 8DF

(Mixed Comprehensive 11 - 18 years - 1300 on roll)

A teacher of English (Scale 1) is required for September, 1983 to join a vigorous department in this multi-racial school. The ability to teach the full ability range from 11 - 16 years is desirable. 'A' Level work may be avail- [illegible] form.

Closing date for applications 20th July, 1983.

Derbyshire County Council is an equal opportunity employer. (15814) 132422

DEVON
Please see displayed advertisement on page 46. (14536) 132422

DONCASTER
WILBY CARR 9 - 13 MIDDLE SCHOOL
Aldesworth Road, Doncaster DN4 6LD

Tel:- Doncaster 536189

Required for September 1983. English Teacher Scale 1 (Temporary 1 year appointment) to teach to CSE and 16+ level.

Letters of application direct to the Education Department, Princegate, Doncaster DN1 3EP. Closing date: 15th July 1983. (14846) 132422

EALING
LONDON BOROUGH
Education Service
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford UB6 9RX

Required from September 1983 on a one term temporary contract only a Scale 1 teacher of English/Humanities.

London Weighting £939.

Apply by letter to the Head at the school giving details of qualifications and stating the names and addresses of two referees (SAE) to be received by 15 July 1983. (04881) 132422

EALING
LONDON BOROUGH
EDUCATION SERVICE
FARADAY HIGH SCHOOL
Bromyard Avenue, Acton, W3 7HD
(Comprehensive: mixed: 450 on roll)

Required for September 1983 - on a one year contract - a teacher of English. (Scale 1).

The post offers excellent experience of teaching English at all levels in a small but active multi-cultural school.

Some CSE, 'O' and 'A' level work may be available for a suitably qualified candidate.

London Weighting £939.

Social Priority Allowance payable.

Application forms obtainable from and returnable to the Headmaster at the school (SAE) please to be received by 15 July 1983. (13551) 132422

EALING
LONDON BOROUGH
EDUCATION SERVICE
CARDINAL WISEMAN RC HIGH SCHOOL
Greenford Road, Greenford, Middlesex
Required for September 1983, an Honours graduate teacher of English (Scale 1). Vacancy due to promotion. The successful applicant will prepare students for CSE, 'O' and 'A' level examinations.

This 12 - 19 years mixed RC Comprehensive School has 1045 pupils on roll with 205 in the sixth form.

Applications from teachers holding a Catholic Teachers Certificate will be particularly welcome.

Letters of application giving a full CV with names and addresses of three referees, one of whom should be a Priest well known to you, should be sent to the Headmaster at the school. Please send foolscap SAE for further details of the post and school.

London Allowance £939.

Closing date seven days after the appearance of this advertisement. (13552) 132422

HERTFORDSHIRE
HERTFORDSHIRE AND ESSEX HIGH SCHOOL
Warwick Road, Bishop's Stortford, CM23 5NJ
900+ girls, Sixth Form 170+ includes boys
London and Cambridge 30 miles

Required for September - well qualified graduate for English to Advanced Level and preferably Religious Education Studies as a second teaching subject. Please indicate second teaching subject and other interests.

London Fringe Allowance payable.

Please apply by letter to the Headmistress enclosing curriculum vitae and the names and addresses of two referees. (14308) 132422

HERTFORDSHIRE
ASHLYNS SCHOOL
Chesham Road, Berkhamstead

Required for September 1983 for this 13 - 18 Upper School an Assistant Teacher of English Scale 1. The English Department is large, lively and committed.

Applicants should be well qualified academically and be able to teach most ability groups in the third year and to teach the subject through to 'O' level and C.S.E. A large number of pupils, approximately 50, study 'A' level English in the Sixth Form and there is the possibility of some 'A' level work for a suitable applicant.

Apply by letter to the Headmaster giving the names and addresses of two referees. (13540) 132422

HUMBERSIDE
COUNTY COUNCIL
Education Department
Kingston upon Hull Division
[illegible]
Required for September, or as soon as possible thereafter, a Scale 1 teacher of ENGLISH. The successful candidate will be given every opportunity to gain experience teaching English across the school.

This is a mixed comprehensive school for about 1000 pupils.

Application forms available from the Head should be returned by 20th July, 1983. (13513) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Bellevue Road, Whitstable CT5 1PX
Headmaster: Mr. G. E. Pike, B.A.
Co-educational 1125 pupils, 11 - 17 years

Required for September, 1983, a temporary full-time teacher for English for at least the Autumn Term. Some experience is desirable for teaching across the school to 5th Year level. Please apply immediately by letter, with curriculum vitae and details of two referees, to the Headmaster at the school (s.a.e. please).

MAIDSTONE DIVISION
OLDBOROUGH MANOR SCHOOL
Boughton Lane, Maidstone
(Mixed 1200 pupils)
Required September 1983 Teacher of English. Ability to offer Mathematics, or other second subject an advantage. The school is pleasantly situated on the outskirts of Maidstone. As a High School it has a comprehensive intake with 25% transferring to Upper Schools at 13+. The school is set in some 47 acres of semi-parkland.

Applications to the Head Teacher with curriculum vitae and names of two professional referees (s.a.e.).

MEDWAY DIVISION
HEDE SECONDARY SCHOOL
Carnation Road, Watling Street, Strood, Rochester, Kent
Required for September 1983, a specialist teacher of ENGLISH at this 8 form entry school preparing pupils for CSE and 'O' level. The subject is taught mainly through literature. Candidates should state their interests in extra curricular activities.

Please apply to the Headmaster at the school, enclosing curriculum vitae and the names and addresses of two referees.

ROCHESTER GRAMMAR SCHOOL FOR GIRLS
Maidstone Road
700 girls
Required in September: an English graduate to share in the work of the department throughout the school. A strong interest in the teaching of drama is desirable.

Please send applications immediately to the Headmistress at the school, enclosing a full curriculum vitae and the names and addresses of two referees (14446) 132422

HUMBERSIDE
EDUCATION DEPARTMENT
East Riding Division
WITHERNSEA HIGH SCHOOL
Hull Road, Withernsea HU19 2EQ
(Co-educational comprehensive, 11 - 18 years, N.O.R. 1366)
Readvertisement
ENGLISH - SCALE 1
Required for September, 1983, a well-qualified teacher of English for classes of all abilities up to the fifth year.

Applications for the above post by letter in the first instance with the names of two referees should be sent to the Head of the school, by 18th July 1983. (14412) 132422

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY PARKWAY COMPREHENSIVE SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 6DE

(850 boys and girls, 11 - 18 years, SPA payable)

For September 1983: SCALE 1 ENGLISH teacher required.

For application form send s.a.e. to the Acting Headteacher to whom completed forms should be returned within the next fourteen days. (14263) 132422

LEICESTERSHIRE
GARENDON HIGH SCHOOL
Thorpe Hill, Loughborough, Leics.

In the Leicestershire plan for the re-organisation of secondary education

11 - 14 High

ROLL 886

ENGLISH SCALE 1

Required from 22nd August 1983 for one year only, assistant English teacher.

Applications to the Headmaster, Mr. S. Unwin, B.A. Closing date 25th July 1983. (13224) 132422

LEICESTERSHIRE
THE BEAUCHAMP COLLEGE
Ridge Way, Oadby, Leicester

In the Leicestershire plan for the re-organisation of secondary education

14 - 18 Upper

ROLL 1200 (400 in 6th form)

ENGLISH SCALE 1

Required August, teacher of English. Work in C.S.E., 'O' and 'A' level.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (13228) 132422

LINCOLNSHIRE
BOSTON HIGH SCHOOL FOR GIRLS

Roll 682

Required for September 1983. English Specialist to teach to 'O' and 'A' level. Scale 1. Temporary appointment for Autumn Term only.

Forms and details from the Headmistress at the school, Spilsby Road, Boston, Lincs. PE21 9PF. Tel: Boston (0205) 66746, on receipt of a SAE, to whom forms should be returned as soon as possible. (13290) 132422

NORTH YORKSHIRE
COUNTY COUNCIL
JOSEPH ROWNTREE SCHOOL
Haxby Road, New Earswick, York YO3 8BZ
Required from September 1983 at this 11 - 18 mixed comprehensive school situated on a pleasant campus near York, teacher of ENGLISH with some first year Integrated Studies, Scale 1.

Please send s.a.e. for application form and further details to the Headmaster at the school, returnable within 2 weeks of the advertisement. (14401) 132422

LEICESTERSHIRE
JUDGEMEADOW SCHOOL AND COMMUNITY COLLEGE
Marydene Drive, Leicester

11 - 16 Comprehensive

ROLL 963

ENGLISH SCALE 1

Required August, a teacher for English, Compensatory Education and Special Educational needs.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (13229) 132422

MERTON
LONDON BOROUGH OF MERTON
Education Committee
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey, CR4 1BP
Headteacher: Mr. G.D.N. Giles, M.A.
Tel: 01-764 5112
Age Range: 13 - 18 years
No. on Roll: 740
Required for September 1983 a teacher of English, Scale One; an ability to share in teaching of Drama would be an added recommendation.

London Allowance £939

Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.

Closing date: as soon as possible. (14474) 132422

SHROPSHIRE
EDUCATION COMMITTEE
OLDBURY WELLS SCHOOL
Bridgnorth WV16 5JD
Required in September for one year, keen enthusiastic TEACHER OF ENGLISH (Scale 1), to join well established department - interest in Drama an advantage.

Apply at once by letter to the Headmaster. (13520) 132422

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE SCHOOL
Woodside Road, London E13

Head Teacher: Mr. M. Walton

Number on roll: 900

ENGLISH (Scale 1 temporary) Required September 1983. Temporary teacher of English required for one term to cover vacancy (caused by promotion) within thriving well established English Department team.

London Allowance: £939 plus Social Priority Allowance.

Application forms/further particulars (s.a.e. please) available from the Head teacher to whom completed forms should be returned by 15th July 1983.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (14552) 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

CANON PALMER R.C. HIGH SCHOOL
Aldborough Road South, Seven Kings, Ilford IG3 8EU

Telephone: 01-597 2133

Head: E.S. Davis, B.A.

Required from September 1983: a practising catholic teacher of English with some Religious Education for this 6 f.e. comprehensive school with well-developed English and R.E. Departments. Newly qualified entrants will be considered. The ability to teach to 'A' level in either subject will be an advantage.

The post is on Scale 1 with Outer London Allowance.

Please apply by letter to the Head, giving full details and the names and addresses of 2 referees, as soon as possible. (14303) 132422

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS
Secondary

Penlee Secondary School
Somerset Place, Stoke, Plymouth, PL3 4BH. (Roll 770)
Head (Group 10) £16008–£17262
Required January 1984. Further details and application forms (s.a.e. required) from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 22 July, 1983.

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HEADTEACHERS
Primary

Exmouth St. Josephs R.C (Aided) Primary School
Ryll Court Drive, Exmouth EX8 2 JP (Roll 179)
Head (Group 4) £10572–£11784
Required January 1984 for this well established school. Applicants should be Roman Catholics and hold a Certificate in Religious Education. Application forms obtainable from (s.a.e. please) and returnable to Chairman of Governors, Rev. Father P. Dorrian, The Presbytery, Raddenstile Lane, Exmouth EX8 2JH. Closing date 2 September 1983.

Kilmington County Primary School
Kilmington, Axminster EX13 7RG (Roll 30)
Head (Group 1) £9108–£10137
Required January 1984. Application forms and further details (s.a.e. please) from Area Education Officer, 7, Bernfield Crescent, Exeter. Closing date 22 July 1983.

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SCALE POSTS
Secondary

Southway School
Rockfield Avenue, Southway, Plymouth, PL6 6DY.
Scale 4 – Head of Mathematics
Required January 1984 or earlier if possible. Graduate with wide experience of full 11–18 age and ability range to lead an established department of 11 members. Closing date 22 July, 1983.

Ivybridge School and Community College
Harford Road, Ivybridge, PL21 0JA
Scale 1 (2 Posts)
Required for September 1983 or January 1984.
1. SCIENCE
Biology and/or Chemistry to 'O' level – possibility of 'A' level work in the future. Also able to teach integrated Science course in the lower or main school if required.
2. Mathematics
Up to CSE, 'O' and 'A' level with an ability to offer Computing to 'O' and/or 'A' level.
Closing date 20 July 1983.

Devonport High School For Girls
Lyndhurst Road, Peverell, Plymouth, PL2 3DL
Scale 1 – English
Required for January 1984 an honours graduate to teach to 'O' and 'A' level. Candidates should specify a second subject that they could offer to 'O' level. An interest in drama would be an advantage. Closing date 22 July 1983.

Plymouth High School For Girls
St. Lawrence Road, Plymouth, PL4 6HT
Scale 1 – English
Required for January 1984 an honours graduate to teach to 'O' and 'A' level throughout the school. Closing date 22 July 1983

Laira Green Secondary School
Bramley Road, Laira, Plymouth, PL3 6BP
Scale 1 – (Temporary) Mathematics
Required September 1983 for one year only. Closing date 20 July 1983.

Pilton School and Community College
Chaddiford Lane, Barnstaple, EX31 1RB (Roll 1320, mixed comprehensive 11–16
Scale 1 (Temporary) – Science
Required from September for two terms to cover secondment. Teaching is mainly lower school Science with some Biology at CSE/'O' level. Closing date 22 July 1983.

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SCALE POSTS
Primary

Ottery St. Mary West Hill County Primary School
West Hill, Ottery St. Mary, EX11 1UP. (Roll 90)
Scale 1 – Temporary
Required September 1983 for one year to take reception class with willingness to help develop science and craft throughout the school. Letters of application together with Curriculum Vitae and names and addresses of two referees to the Headteacher. Closing date 19 July 1983.

Newton Abbot Highweek Primary School
Coronation Road, Newton Abbot, TQ12 1TX. (Roll 230)
Scale 1
Required for September 1983 or January 1984 for Middle Juniors. An interest in Art/Craft would be an advantage. Closing date 15 July 1983.

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SCALE POSTS
Special

Mount Tamar School
Row Lane, High St. Budeaux, Plymouth. (Roll 74)
Scale 1 (S) (Temporary) Readvertisement
Required September 1983 a trained Infant Teacher, with at least three years' experience, for a small class of Infant/Junior children with emotional and behavioural problems. Applicants should show an interest in children with learning difficulties. The appointment is to cover a teacher seconded on a one year Diploma Course. Interested applicants would be welcome to visit the School to discuss the post with the Headmaster (Telephone Plymouth 365128). Previous applicants will be reconsidered. Closing date 22 July 1983.

DEVON

SECONDARY ENGLISH
continued

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
IRLAM HIGH SCHOOL
Macdonald Road, Irlam
Tel: 061-775 5525
(11 - 16 Mixed Comprehensive - 1450 on roll)
For September 1983 or as soon as possible thereafter.
REMEDIAL SUBJECTS SCALE 1.
To teach English and some mathematics to slow learners in a large well structured department.

This is a purpose built comprehensive school with modern facilities.

Application forms and further particulars can be obtained from and should be returned to the Headmaster at the school. Please enclose a s.a.e. (15001) 132422

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
WINTON HIGH SCHOOL
Sutherland Street, Winton, Eccles
Tel: 061-789 1716
(11 - 16 Mixed Comprehensive - 600 on roll)
Required for the 1st September 1983, a teacher of English (Scale 1) plus S.P.A. to teach both languages and literature up to C.S.E. and 'O' level standard.

Application form and further particulars are available from the Headmaster on receipt of a stamped addressed envelope. Completed application forms should be returned to the school as soon as possible. (13578) 132422

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

SHIRELAND HIGH SCHOOL
(11 - 16 Comprehensive)

Required for September 1983 ENGLISH with DRAMA - Scale 1.

English throughout School to examination level. Ability to offer Drama an advantage.

Letters of application, stating full curriculum vitae and names and addresses of two referees should be forwarded by 15th July 1983 to Head Teacher, Waterloo Road, Smethwick, Warley, West Midlands.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (14890) 132422

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
EARL MARSHAL SCHOOL
Earl Marshal Road, Sheffield S4 8LA
Teacher of English (Scale 1 + SPS) required for September 1983.

Applicants must have a positive attitude towards working in a multi-ethnic community in a mixed ability teaching situation.

Letters of application in the first instance to the Headteacher enclosing full curriculum vitae and the names and addresses of two referees. Closing date: Thursday, 14 July 1983. (14420) 132422

SUFFOLK
LEISTON HIGH SCHOOL
Seaward Avenue, Leiston IP16 4BG
13 - 18: 730 pupils
Required for September 1983, Teacher for English and Drama, Scale 1, with enthusiasm to develop further successful drama courses.

Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned. (13533) 132422

SURREY
EDUCATION COMMITTEE
ST. TERESA'S R.C. (AIDED) SECONDARY
Sunbury on Thames
(Girls only 11 - 15 NOR 476, mixed 15 - 18 NOR 140)
ENGLISH Scale 1 teacher required September 1983. Teach to A level. Ability to teach R.E. an advantage. Roman Catholic preferred. Contact Head Tel: Sunbury 83811.

TOMLINSCOTE SCHOOL
Frimley
(12 - 18, NOR 1250, inc. 210 sixth form)
ENGLISH Scale 1 teacher required September 1983. Ability to teach subject to CSE, O and A level. Teach DRAMA to O/A level an advantage.

Contact Head Tel: Camberley 28768. (13561) 132422

WOLVERHAMPTON
BOROUGH COUNCIL

Education Committee

ALDERSLEY SCHOOL

(NOR 840)

Qualified Teacher, Scale 1, is required for English on a temporary one term full time basis from September in this developing 11 - 18 comprehensive situated in well equipped buildings and pleasant surroundings.

Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (14528) 132422

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Mixed 11 - 18 Comprehensive (2000 on roll)
Required September TEACHER OF ENGLISH mainly in Lower School. Approximately ¼ of timetable will be required for Remedial teaching with small groups of pupils with Learning difficulties.

Please write to the Headmaster giving relevant personal details and quoting names and addresses of two referees. (14922) 132422

Geography

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
ROYSTON COMPREHENSIVE SCHOOL
Station Road, Royston, Barnsley S71 4EQ
(11 - 16 Mixed Comprehensive - No on roll 840)
HEADTEACHER: Mr B. Hilditch B.Sc.
Required for September 1983, TEACHER OF GEOGRAPHY (Scale 1) A well qualified teacher is required to contribute to the work in a successful department. A challenging and interesting position for a keen and enthusiastic person who would be expected to teach a GYSL Course to examination level immediately.

Application by letter giving full curriculum vitae and the names and addresses of two referees to the Headteacher at the School as soon as possible. (14953) 132622

BIRMINGHAM
CITY OF BIRMINGHAM EDUCATION DEPT
BISHOP WALSH SCHOOL (V.A.)
Wylde Green Road, Sutton Coldfield B76 8QT
(640 boys and girls, 100 in Sixth Form)
Tel: 021-351 3215
Required for September 1983 - Teacher for Geography (throughout the School) (Scale 1).

Applications to Correspondent Governor, c/o Headmaster at the School.

Successful candidates will be required to accept terms of 1981 C.E.C. Contract. (14568) 132622

BUCKINGHAMSHIRE
COUNTY COUNCIL
AYLESBURY HIGH SCHOOL
Walton Road, Aylesbury, Bucks.
Head Teacher: Miss M.S. Lambert B.Sc.
Roll: 980
Assistant Teacher of GEOGRAPHY Scale 1.
Required for September 1983 or January 1984, Geography Graduate able to teach to 'O' and 'A' Level in this Grammar School for Girls.

Assistance with removal expenses is given in approved cases.

Application forms/further particulars available on receipt of s.a.e. from the Headteacher. (14831) 132622

EALING
LONDON BOROUGH
EDUCATION SERVICE
DORMERS WELLS HIGH SCHOOL
Dormers Wells Lane, Southall UB1 3HZ
Required for September 1983, on a temporary one year contract only, a part-time TEACHER of GEOGRAPHY for seven sessions per week.

Application forms from the Head at the school to be returned by 15th July 1983. (13548) 132622

ESSEX
KING HAROLD SCHOOL
(Roll 1200)
Broomstick Hall Road, Waltham Abbey EN9 1LF
Tel: Lea Valley 714800 & 714818
GEOGRAPHY, Scale 1
Required for September 1983. Well qualified and enthusiastic teacher for established department. Temporary post in first instance.

Letters of application and curriculum vitae to the Headteacher (foolscap s.a.e. please). (15033) 132622

GLOUCESTERSHIRE
TEWKESBURY SCHOOL
Newtown, Tewkesbury
11 - 18 Comprehensive, 1400 on roll
Required to commence during September, teacher of Geography to CSE and O level, temporary for an indefinite period due to maternity leave. Ability to teach General Science in years 1 and 2 an advantage.

Apply direct to Headmaster with curriculum vitae and names of two referees.

(14529) 132622

HAMPSHIRE
THE JOHN HANSON SCHOOL
Croye Close, Andover SP10 3AB
11 - 16 Mixed Comprehensive
N.O.R. 1120
Required September, 1983 - Scale 1 Temporary Teacher of Geography with Humanities.

Applications by letter with c.v. and 2 referees to Headmaster. (14914) 132622

HERTFORDSHIRE
HERTFORDSHIRE AND ESSEX HIGH SCHOOL
Warwick Road, Bishop's Stortford CM23 5NJ
900 + girls, Sixth Form 170 + includes boys
London and Cambridge 30 miles.
Well qualified and enthusiastic Geography Graduate required in late October to cover Maternity leave. Please state special interests.

Please apply by letter to the Head Mistress enclosing curriculum vitae and the names and addresses of two referees. (14237) 132622

KENT
COUNTY COUNCIL
Education Department
Dartford Division
DOWNS SCHOOL
Green Street, Green Road, Dartford DA1 1QE
Roll 1700 (Mixed)
Graduate Teacher of Geography (Scale 1) required at this 11 - 18 Wide Ability School. Candidates seeking first appointment will be considered. Courses are available up to C.S.E. and G.C.E. 'O' and 'A' level. Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside. Purpose built buildings with good facilities.

Applications to the Headmaster with full curriculum vitae, s.a.e. and names of two referees.

GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Roll 1300
Applications are invited from well qualified graduate teachers to teach Geography throughout the school up to 'O' and 'A' level. In the first instance this post will be temporary to cover a maternity leave, but it is anticipated that it will become permanent in 1984.

Application form and further details from Mrs. D.E. Snape, Headmistress, Rainham School for Girls, Derwent Way, Rainham, Kent (s.a.e. please).

MAIDSTONE DIVISION
VINTERS HIGH SCHOOL FOR GIRLS
Union Street, Maidstone ME14 1EE
Required September 1983 Temporary Full Time Teacher of Geography for one term.

Apply by letter to the Head Teacher giving c.v. and names of two professional referees as soon as possible (s.a.e.). (14448) 132622

LONDON SW15
IBSTOCK PLACE SCHOOL
Clarence Lane, Roehampton
(Demonstration School of the Froebel Institute)
Required this September, a suitably qualified GEOGRAPHY SPECIALIST to take sole charge of subject up to O Level in this small School on the edge of Richmond Park. Exceptional rural environment and good opportunities for field studies. Interest in Games, Drama or other extra subject might be an asset. Scale 2 plus Inner London Weighting might be available PLUS A SMALL FLAT if required.

Apply immediately by letter with c.v. and names of 2 referees to the Headmaster. (13284) 132622

NORFOLK
EDUCATION DEPARTMENT

DOWNHAM MARKET HIGH SCHOOL
Bexwell Road, Downham Market, Nr. King's Lynn PE38 9LL

No. on Roll 1340 (mixed) 11 - 18 years (Group 11) (150 VI form)

Scale 1: (Temporary) owing to maternity leave) Teacher of Geography.

Required September to teach to C.S.E./'O' level. Possibility of permanent post.

Apply by letter, giving names of two referees and curriculum vitae to the Headmaster from whom further particulars (s.a.e. please) are available.

Closing date 18th July 1983. (13244) 132622

NORTH YORKSHIRE
COUNTY COUNCIL
ST JOHN FISHER RC HIGH SCHOOL
Hookstone Drive, Harrogate HG2 8PT
Tel: 887254
Required for September 1983, Assistant Teacher of GEOGRAPHY in this 11 - 18 R.C. Comprehensive School. Scale 1 post. Ability to teach the subject to children from 1st year to GCE 'O' & 'A' Level.

Application by letter, giving curriculum vitae and the names and addresses of two professional referees, to the Chairman of Governors c/o the School as soon as possible.

Further details and information may be obtained from the Headmaster (s.a.e. please). (14416) 132622

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
(Billing Road, Northampton NN1 5RT)

Required for September, for this comprehensive school of 700 boys aged 13 - 18, a teacher of Geography (Scale 1). Ability to teach at Sixth Form level an advantage.

The appointment is for one term only in the first instance.

Applications by letter (no forms) should be sent to the Headmaster at the School as soon as possible, with particulars of qualifications and the names and addresses of two referees. (14359) 132622

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

WARLEY HIGH SCHOOL

(11 - 16 Comprehensive)

Required for September 1983, GEOGRAPHY - Scale 1, Temporary one term appointment.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded to Head Teacher, Pound Road, Oldbury, Warley, West Midlands. Closing date 15th July, 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (14425) 132622

SURREY
EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Ashford
(12 - 16)
TEMPORARY GEOGRAPHY Scale 1 teacher required Autumn Term 1983. Ability to offer full range of GEOGRAPHY courses, including G.Y.S.L.

Contact Head Tel: Ashford 43824.

DE BURGH COUNTY SECONDARY
Merefield Gardens, Tadworth
(12 - 18 mixed comp. NOR. 824, inc. 128 sixth form)
GEOGRAPHY Scale 1 teacher required September 1983. Teach subject to O level. ECONOMICS to A level. Graduate preferred. State other subjects.

Full C.V. to Head.

ST. TERESA'S R.C. (AIDED) SECONDARY
Sunbury on Thames
(Girls only 11 - 15 NOR 476, mixed 15 - 18 NOR 140)
GEOGRAPHY Scale 1 teacher required September 1983. Teach to A level. Roman Catholic preferred. Ability to offer ECONOMICS/BIOLOGY /SOCIOLOGY an advantage.

Contact Head Tel: Sunbury 83811.

TOMLINSCOTE SCHOOL
Frimley
(12 - 18, NOR 1250, inc. 210 sixth form)
GEOGRAPHY Scale 1 teacher required September 1983. Popular subject with high success rate in external examinations. Teach CSE, O and A levels.

Contact Head Tel: Camberley 28768. (13564) 132622

History

Heads of Department

HAVERING
LONDON BOROUGH OF HAVERING
SACRED HEART OF MARY R.C. SCHOOL
St. Marys Lane, Upminster RM14 2QR
Tel: Upminster 22660
(Roll 588 Girls)
Headteacher: Sister St. Esprit, M.A.
Required for January 1984 or earlier Head of History, Scale 3, to organise and to share in the teaching of the subject up to GCE 'A' level. Vacancy occurs due to the retirement of the present Head of Department.

Letters of application should be sent to the Headteacher giving curriculum vitae and the names of two referees. (04887) 132818

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
DARFIELD FOULSTONE HIGH SCHOOL
Nanny Marr Road, Darfield, Barnsley S73 9AB
(11 - 16 Mixed Comprehensive - No on roll 940)
HEADTEACHER: Mr D. Shaw M.Ed.
Required for September 1983 TEACHER OF HISTORY (Scale 1) A keen and enthusiastic teacher is required to teach across the ability range up to GCE 'O' level/CSE Examination requirements.

Candidates with an interest in resources and a knowledge of their application in the teaching of History as well as a desire to contribute to the ideas of a developing community School would be an advantage.

Applications by letter with full curriculum vitae and the names and addresses of two referees to the Headteacher as soon as possible. Further details are available from the School (SAE please). (14934) 132822

BEDFORDSHIRE
SOUTHERN AREA
NORTHFIELDS UPPER SCHOOL
Houghton Road, Dunstable, Beds.
Headmaster: D. Fone, B.Sc.
Required for September 1983, a teacher of History and Religious Education at this Upper School for 840 boys and girls aged 13 - 18 years. It is expected that the successful applicant will be able to teach both these subjects up to C.S.E. and 'O' level. As contribution to the 'A' level teaching in one subject would be welcome from a person with adequate experience. The history department offers well established courses in Modern History with economic and social history taught at C.S.E., 'O' and 'A' level of the G.C.E.

This is a temporary part-time (0.8) appointment for one year. Scale 1.

Application forms and further details are obtainable from the Headmaster at the school (s.a.e. please). (14348) 132822

BROMLEY
LONDON BOROUGH OF BROMLEY
DARRICK WOOD SCHOOL
Lovibonds Avenue, Orpington, Kent BR6 8ER
Required for September 1983, a well qualified teacher of HISTORY for a TEMPORARY POST, probably for one term in the first instance. Scale 1. The teaching programme will involve History to C.S.E. and 'O' level and lower school Humanities integrating History, Geography and Religious Education.

Application forms from the Headmaster (foolscap s.a.e. please) to whom they should be returned as soon as possible and not later than 18th July 1983. (14508) 132822

HERTFORDSHIRE
ST. MICHAEL'S R.C. BOYS' SCHOOL
Sandown Road, Stevenage, Herts.
Tel No. (0438) 2981.
Required September, a graduate teacher of History to teach up to 0.5 of a full time scale 1 appointment. The successful candidate will be required to teach an Upper and Lower Sixth A-level History class (London Syllabus A 266: British Politics and Government 1886 - 1932 and European History 1763 - 1925).

Information about the school may be obtained from the Headmaster to whom application should be made, without delay, by letter enclosing curriculum vitae and giving the names of two suitable referees. (13292) 132822

LONDON
KING ALFRED SCHOOL
London NW11
See Independent Schools. (13280) 132822

OXFORDSHIRE
COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Reade's Lane, Sonning Common, Reading RG4 9BA
11 - 16 Comprehensive 1,100 on roll
Required for September, a teacher of HISTORY to teach the subject throughout the 11 - 16 age range in a department which relies heavily on modern methods of teaching, including work in historical skills.

A Scale 2 post would be available for a suitable applicant and it would be possible for an experienced teacher to commence in January 1984.

Apply as soon as possible to Headteacher giving full curriculum vitae, names of two referees and enclosing S.A.E. (15067) 132822

SHROPSHIRE
EDUCATION COMMITTEE
PHOENIX SCHOOL
Manor Road, Dawley, Telford, Shropshire TF4 3DZ
Honours Graduate in History (Scale 1) required to teach to C.S.E. 'O' level and 'A' levels for the Autumn term 1983 only.

Letters of application together with curriculum vitae and names of two referees immediately to the Headmaster. (14782) 132822

Home Economics

Heads of Department

SURREY
EDUCATION COMMITTEE
THE ASHCOMBE SCHOOL
Dorking
(12 - 18 mixed comp. NOR. 1230, inc. 260 Sixth Form)
HEAD OF HOME ECONOMICS Scale 3 required September 1983 or January 1984. Responsible for all aspects of subject, including Child Development courses.

Contact Head Tel: Dorking 886312. (13560) 133018

WARWICKSHIRE
CAMPION SCHOOL
Sydenham Drive, Sydenham Estate, Leamington Spa CV31 1QH

(Mixed school, 1,100 on roll)

Required 1st September 1983, or 1st January 1984, Head of Home Economics. Scale 3. Applications invited from well-qualified and experienced teachers. Courses include C.S.E. and 'O' level work with a little at 'A' level.

Application form and further details available from the Head at the school (SAE please). (13214) 133018

Scale 1 Posts

BEXLEY
LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW
Tel: 01-310 0111
Group 10 Mixed, Roll 1050
Required for September, for one year in the first instance, on Tuesdays only, a suitably qualified teacher of Needlework or Home Economics. Other Design area subjects considered. This is to cover study leave. Excellent facilities and first class teaching situation.

Apply in first instance by letter to the Headmaster. (please enclose s.a.e.) L.A.A. £615. (14373) 133022

BEXLEY
LONDON BOROUGH
HOWBURY GRANGE SCHOOL
Slade Green Road, Erith, Kent DA8 2HX.
Tel: Erith 47831.
Required for September, part-time Home Economics teacher, Scale 1 (.5). Mainly Needlework. All day Thursday and Friday morning.

Application forms and further details obtainable from the Headmaster. (15919) 133022

DERBYSHIRE
EDUCATION COMMITTEE

FREDERICK GENT SCHOOL
Mansfield Road, South Normanton, Derby DE55 2ER

For September Teacher - Scale 1 - for Home Economics. Ability to teach P.E./Games an advantage.

Applications by letter with curriculum vitae and details of 2 referees to the Headmaster. (S.A.E. please).

Derbyshire County Council is an equal opportunity employer. (14293) 133022

ESSEX
COLBAYNS HIGH SCHOOL
(Roll 1560)
Clacton-on-Sea
Tel: Clacton 428151
TEACHER OF HOME ECONOMICS, Scale 1
Required September, to join large successful department.

Application form available from Headteacher at school (foolscap s.a.e. please). (15032) 133022

DERBYSHIRE
EDUCATION COMMITTEE

ECKINGTON SCHOOL
Dronfield Road, Eckington, Sheffield S31 9RR

11 - 18 Mixed Comprehensive (N.O.R. 1320). 75 in VIth Form (initially).

For September Teacher of Needlecraft. Some Home Economics. Excellent facilities. Scale 1.

Letters of application with curriculum vitae and details of 2 referees to the Headmaster. (S.A.E. please).

Derbyshire County Council is an equal opportunity employer. (14353) 133022

HEREFORD AND WORCESTER
COUNTY COUNCIL

NORTH BROMSGROVE HIGH SCHOOL

School Drive, Stratford Road, Bromsgrove, Worcs.

Required for September 1983 a teacher of Home Economics Scale 1, to join an enthusiastic department with well established courses.

Letters of application with curriculum vitae and the names and addresses of two referees to the Headmaster as soon as possible. (13249) 133022

HEREFORD AND WORCESTER
COUNTY COUNCIL

HOLLYWOOD, THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywood B47 5JN

A temporary teacher of Home Economics Scale 1 to teach to CSE and 'O' level to join enthusiastic department with well established course.

Letters of application stating names and addresses of two referees together with curriculum vitae to the Headmaster as soon as possible. (15064) 133022

HERTFORDSHIRE
MARLBOROUGH SCHOOL
Watling Street, St. Albans.
(Group 10)
Head: Miss E.R. Levens
Part-time Home Economics teacher required from September 2½ days a week) to teach the subject throughout the school, possibly up to 'O' level. Own room.

Please apply to the Headmistress, enclosing C.V. and names of two referees. (14564) 133022

HERTFORDSHIRE
THE BARNWELL SCHOOL
Barnwell, Stevenage SG2 9SW
Headmaster: M. L. Griffin
11 - 18 Comprehensive. NOR 930 including 120 in Sixth Form
Required for September, 1983, a Scale 1 teacher of Home Economics to join the Home Economics Department which operates within a large and flourishing Art & Design Faculty. The ability to teach up to 'O' level and a willingness to participate fully in the corporate life of the school are essential.

Letters of application with curriculum vitae and names and addresses of two referees should be forwarded to the Headmaster as soon as possible. (13539) 133022

HERTFORDSHIRE
GOFFS SCHOOL
Goffs Lane, Cheshunt.
(930 on roll, including 140 in sixth forms)
Required for September at this co-educational school (originally three form entry grammar, but which has since 1976 extended size and ability range of intake).

TEMPORARY TEACHER OF HOME ECONOMICS
Food and Nutrition well established at O and A levels. Needlework taught in first three years.

Vacancy results from pregnancy. Possibility of permanent appointment.

Salary: Burnham Scale 1 plus London Fringe Allowance.

Letters of application (no forms), together with curriculum vitae and names of two referees, to Headmaster, from whom further information available (s.a.e. please). (14383) 133022

ISLE OF WIGHT
MEDINA HIGH SCHOOL
Fairlee Road, Newport
Age range 13 - 18
1304 on roll
Required for Autumn Term only (in the first instance) TEACHER OF HOME ECONOMICS (Scale 1).

Applications are invited from well qualified teachers and the successful candidate would have the opportunity to teach Home Economics and Cookery to CSE and 'O' level standard.

Ability to teach either Needlework or Parentcraft would be an advantage.

Applications by letter to the Headmaster at the school, as soon as possible. (14426) 133022

JERSEY
STATES OF JERSEY
EDUCATION COMMITTEE
GRAINVILLE SCHOOL
N.O.R. 720 Pupils 11 - 16 Mixed
Required for September 1983, Teacher of Fashion/Fabrics Scale 1 with some Home Economics in the first instance. Ability to teach up to and including C.S.E., G.C.E. 'O' Level, all abilities, 11 - 16.

Application forms from Director of Education, P.O. Box 142, Highlands, St. Saviour. Tel: 0534 71065. Ext. 50.

Closing date for return of applications is 18th July 1983. (14145) 133022

SECONDARY HOME ECONOMICS
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road, Dartford DA1 1QE

Roll 1700 (Mixed)

Temporary teacher for Home Economics required for Autumn Term only. Good facilities. Scale 1. Fringe Allowance.

Candidates seeking first appointments considered.

Applications to Headmaster with full curriculum vitae, s.a.e. and names of two referees. (14449) 133022

MERTON
LONDON BOROUGH OF MERTON
Education Committee
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey CR4 1BP
Head Teacher: Mr. G.D.N. Giles, M.A.
Tel: 01-764 5112
Age Range: 13 - 18 years
No. on Roll: 740

Required for September 1983 a temporary Scale One 0.3 s.m.s Teacher of Cookery and Child Care.
London Allowance £939.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.

Closing date: As soon as possible. (14478) 133022

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY PARKWAY COMPREHENSIVE SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 6DE

(550 boys and girls, 11 - 18 years, SPA payable)

For September 1983: SCALE 1 HOME ECONOMICS teacher required.

For application form send s.a.e. to the Acting Headteacher, to whom completed forms should be returned within the next fourteen days. (14262) 133022

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
WALKER COMPREHENSIVE SCHOOL

TEMPORARY TEACHER OF HOME ECONOMICS (SCALE 1 POST)

Required for September, 1983, for 1 term, a suitably qualified teacher of Home Economics for appointment to a Scale 1 post.

A Social Priority Allowance is payable i.e. £201 - £376 per annum.

Application forms and further details are obtainable from and returnable to the Head Teacher, Walker School, Middle Street, Walker, Newcastle upon Tyne NE6 4BU within 10 days of this advertisement. (15504) 133022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AX
Head Teacher: E.J. Lawn
Number on roll: 750
HOME ECONOMICS Scale 1
Required September 1983.
Home Economics graduate - suitable for first teaching appointment. Must be practising Catholic and be in possession of the Catholic Teachers Certificate or its equivalent.
Visits welcomed - 01-552 3102.
London Allowance: £939.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 18th July 1983. (14964) 133022

NEWHAM
LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DG
Head Teacher: Miss. H. Williams
Number on roll: 1243 (girls)
TEACHER OF NEEDLECRAFT
Scale 1
Required: September 1983.
To teach mixed ability in years one and three with C.S.E. Courses in Textiles and Fashion, Embroidery and Design.
An interest in Embroidery would be useful.
LONDON ALLOWANCE: £939.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 15th July 1983.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BH. (14973) 133022

OXFORDSHIRE
COUNTY COUNCIL
COOPER SCHOOL
Churchill Road, Bicester. OX6 7TB

Group 10
Roll 950

Required for September 1983 a teacher of Home Economics and Needlecraft to join a team of four specialists at this 11 - 16 Comprehensive School.

Apply by letter as soon as possible to the headteacher giving the names and addresses of two professional referees. SAE please. (15066) 133022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

HAINAULT HIGH SCHOOL
Manford Way, Chigwell IG7 4JF

Telephone 01-500 2254

Head: J.I. Westbury M.Ed., Dip.Th.

Required from September 1983: a temporary teacher of Home Economics (1 term in the first instance) for this mixed comprehensive school.

The post is on Scale 1 with Outer London Allowance.

Please apply by letter to the Head, giving full details and the names and addresses of two referees, as soon as possible. (14301) 133022

SAFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
ST. GEORGE'S R.C. HIGH SCHOOL
Parsonage Drive, Worsley, Manchester M28 5SH

(11 - 16 Mixed Comprehensive - 650 on roll)

Required for September 1983 or as soon as possible thereafter.

Teacher of Home Economics/Needlework (Scale 1).

Please send stamped addressed envelope for application forms and further details to the Headmaster to whom completed applications should be returned as soon as possible. (15003) 133022

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
BROUGHTON HIGH SCHOOL
Camp Street, Salford M7 9LY

(11 - 16 Mixed Comprehensive - 350 on roll)

TEACHER FOR HOME ECONOMICS - SCALE 1
Required for September 1983 or as soon as possible thereafter, an enthusiastic teacher to teach the subject throughout the school.

Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (13569) 133022

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

Required for September 1983

THOMAS TELFORD HIGH SCHOOL

(11 - 16 Comprehensive)

Home Economics/Child Development - Scale 1.

Head Teacher, Halfords Lane, West Bromwich, West Midlands.

Applications already received will be considered.

HILL TOP HIGH SCHOOL

(11 - 16 Comprehensive)

Girls' Craft - Scale 1

Please state other subjects offered

Head Teacher, Hill Top, West Bromwich, West Midlands

For both posts, letters of application, stating full curriculum vitae and names and addresses of two referees should be forwarded by 15th July 1983 to the Head Teachers at the Schools.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (13558).

133022

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£939 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

ART

CAMDEN SCHOOL FOR GIRLS (SG)
Sandall Road, NW5 2DB
Tel: 01-485 3414
Roll: 750
Headmistress: Mrs C. M. Handley
Required from September 1983. A teacher of Art (0.5) qualified to teach specialised screen printing to A level with additional interest in Graphics and Illustration an advantage.
The department offers popular and well-established courses to O.L. and A L.
Please apply by letter to the Headmistress enclosing c.v. and a copy of a recent testimonial or the name of a referee.

CAREERS

MAYFIELD (SG)
92 West Hill, Putney, SW15 2UH
Tel: 01-870 7331
Roll: 1400
Headmistress: Mrs. P. Molnar
Required from September 1983 or January 1984 Head of Careers department (Scale 3).
Responsibilities include careers education and guidance and work experience arrangements for a large number of pupils. The department has also worked very closely with the Wandsworth Schools Industry Project from its inception.

DRAMA

Head of Department

ABBEY WOOD (SM)
Eynsham Drive, Abbey Wood, SE2 9AJ
Tel: 01-310 9175
Roll: 1039
Headmistress: Ms. C. Whatford
Required asap Head of Theatre Arts (Scale 3) who will be responsible for the continuing development of a Theatre Arts course taught throughout the first five years.
The postholder will be expected to direct theatrical events.
Closing date for receipt of applications will be Friday 15th July.

Part-time Post

ST MARYLEBONE CE (SG)
64 Marylebone High Street, W1
Tel: 01-935 4704 and 487 5705
Roll: 500 +.
Headmaster: John Stevenson
Required from September 1983. Teacher of Drama (0.5). A core subject in years 1-3, O and CSE option in 4-6.

ENGLISH

CENTRAL FOUNDATION (SB)
Cowper Street, EC2A 4AP
Tel: 01-253 3741
Roll: 530
Headmaster: T.A. Barnes.
Required for the Spring and Summer Terms 1984 only, a Scale 1 teacher of English.
Closing date 15 July 1983.

ENGLISH AS A SECOND LANGUAGE

FULHAM CROSS (SG)
Munster Road SW6 6BP
Tel: 01-381 0861
Roll: 781
Headmistress: Miss J. M. Burroughs
Required from September 1983 A Teacher of ESL Scale 1 for one term only whilst the post holder is on secondment. Contact the Head at the school asap

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000
Roll: 1500
Headmaster: Michael Marland
Required from September 1983. Three posts for the ESL Department (Two Scale 1 + part-time (0.5)). Please phone the Staffing Secretary asap for further details. Closing date 15 July 1983.

HEAD OF DEPARTMENT

Home Economics

ST MICHAEL'S RC (SM)
John Felton Road, SE16 4UN
Tel: 01-237 6432
Roll: 608
Headmistress: SR. Ann Hoskinson
Required from September 1983. Head of Home Economics Scale 3. Applicants will be required to organise the department and teach across the full ability range to CSE, 'O' and 'A' level and take responsibility for H.E./Child development and textiles.
Preference will be given to practising Catholics.
Re Advertisment.

Scale 1 Post

ST. PAUL'S WAY (SM)
Shelmerdine Close, Bow E3
Tel: 01-987 1801-5
Roll: 850
Headmaster: Mike Bannister.
Required from September 1983. Scale 1 Teacher of Home Economics to join a lively team of 4. Temporary, full time, to cover maternity leave.

MATHEMATICS

Posts of Responsibility

ARCHBISHOP TENISON'S (SB)
55 Kennington Oval, SE11 5SR
Tel: 01-735 3771
Roll: 520
Headmaster: R. C. Shepard
Required from September 1983, teacher for Computing and some Mathematics or another subject. Scale 2 post with possibility for Scale 3 for a very well qualified candidate able to take responsibility for the full computing programme, or would consider a temporary post for one term.
Help with school games an advantage.
No Forms. Apply to Headmaster at the School.

ST MARYLEBONE CE (SG)
64 Marylebone High Street W1
Tel: 01-487 5705 and 935 4704
Roll: 500 +
Headmaster: John Stevenson
Required from September 1983. Acting

second in the Mathematics department (Scale 2) during holder's confinement leave. We seek an experienced graduate who would play a full part in the life of The School, an Anglican foundation of 1791.

ST MICHAEL'S RC (SM)
[illegible]
and in charge Mathematics department scale 2.

WOODLANE (DEL)
Scale 2(S) teacher of Mathematics.
Please see full advertisement under Day Special Schools.
Preference will be given to practising catholics.

MODERN LANGUAGE

ST MARK'S CE (SM)
Bishop's Avenue, Fulham, SW6 6ED
Tel: 01-736 2211
Roll: 850
Headmaster: L. W. C. Truman
Required from September 1983, part-time teacher of French 0.5 for this split-site Church of England Comprehensive School. Applicants should telephone the school asap.

NEEDLEWORK

SION-MANNING RC (SC)
St. Charles Square, W10 6EL
Tel: 01-969 7111
Roll: 800
Headmistress: Sister D. M. Casey
Required September, 1983. Interested, experienced part-time teacher (0.5) of Needlecraft; Subject taught Years First to Sixth. Courses leading to 'O' Level and CSE.

SCIENCE

Heads of Department

ST. MICHAEL'S RC (SM)
John Felton Road, SE16 4UN
Tel: 01-237 6433
Roll: 608
Headmistress SR. Ann Hoskinson
Required from September 1983 or asap. Head of Science (scale 4) Physics preferred.
Preference will be given to practising catholics.

ST THOMAS THE APOSTLE RC (SB)
Hollydale Road SE15
Tel: 01-639 0106
Roll: 800
Acting Headmaster: E. Tope
Required from September 1983, or asap. Head of Science Scale 4. A graduate to [illegible] 'O' and CSE level science, Physics Chemistry and Biology; City and Guildes Foundation Course in Science Industries. The successful candidate will probably be a Chemist, preferably a Catholic, with some knowledge of CAL. Application forms must be returned by 15th July to the Acting Headmaster.

Part-time Post

WATERFIELD (SM)
Waterfield Close, Thamesmead, SE28
Tel: 01-310 1700
Roll: 450
Required from September, 1983. Part-time teacher of Science (0.4). This post would suit a person wishing to return to teaching and the ability to teach Human Biology. In the first instance, would be an advantage, although is not essential.

PRIMARY SCHOOLS

Post of Responsibility

FURZEDOWN (JM & I) (NC)
Beclands Road, SW17
Tel: 01-672 3480
Roll: 294 + 50 n.
Headmistress: Mrs Ann Wilkins
Required from January 1984 or earlier if possible experienced primary school class teacher to continue the development of Language and Literacy throughout the school. The person appointed to this Scale 2 post will be expected to act in a consultative and advisory capacity and to work in a co-operative framework. Please contact headteacher to arrange visits.
This is a readvertisement. Previous applications will be considered.

Part-time Posts

DE BEAUVOIR (I) (NC)
Tottenham Road, N1 4BW
Tel: 01-254 1447
Roll: 120
Required from September, 1983. Music teacher (0.5) to take singing with Infant and Nursery classes and to develop music throughout the school alongside the teachers.
There is also a possibility of (0.2) for recorder.

MAZENOD RC (JM2I)
Mazenod Avenue, NW6
Tel: 01-624 4837
Roll: 235
Headmistress: Miss V. M. Robertson
Required from September 1983 or asap thereafter. Experienced Primary part-time (0.6) teacher to assist children with Special Needs. Adaptability and a sense of humour essential.

ST PETER'S (JMI) (NC)
Reardon Street, E1
Tel: 01-488 3050
Headmaster: Deryck J. Webber
Required from September 1983. (0.5) teacher to work, mainly with small groups of children, in this multiethnic school.

SPECIAL EDUCATION

BOARDING SCHOOLS

DEPUTY HEADSHIP

GEORGE RAINEY (DEL)
66 London Road
St Leonards on Sea
Sussex TN37 6AS
Tel: 0424 421252
Required from January 1984. Resident Deputy Head: Group 3S for children with special needs - Medical/Educational/Social - Family House - Off site, at standard charge.
The post requires a committed teacher with residential experience, capable of assisting the Headmaster in the management of the school. The successful candidate should be aware of recent curriculum development in Special Schools.

Post of Responsibility

PINE END (G) (Mal)
Colley Lane, Reigate Heath, Surrey, RH2 9JB
Tel: Reigate 45063
Roll: 27 (increasing to 40)
Required asap: Teacher. Scale 2(S) for English and/or Art. Previous experience with maladjusted girls (ages 10-16) helpful. Additional duties of 15 hours a week for (£1,869 p.a.). Fringe London allowance (£246). Unfurnished 3 bedroomed house May be available at standard rent.

Scale 1 Post

WINCEBY HOUSE (SB) (MAL)
South Cliff, Bexhill-on-Sea, Sussex
Tel: Bexhill (0424) 215434
Roll: 46
Required asap Scale 1 + (SSA) for Physical Education. State other subjects offered. Good Gymnastics essential. Additional duties 15 hours per week on average for £1,869 p.a. Unfurnished 3 bedroomed house may be available off site. (Boarding School catering for Senior Boys - 10-16 years - of average plus intelligence but under-achieving & with behavioural problems)

Part-time Posts

HEATHLANDS (AUT) (SM)
56 Parkside, Wimbledon, SW19 5NJ
Tel: 01-947 7373
Roll: 24
Headmistress: Mrs M. M. Golding
Required from September 1983. Part-time Teacher (0.4) Scale 1 + SSA to work with autistic children in a team-teaching situation. Infant or Special School experience an advantage.

NORTHCOTE LODGE (MAL) (SC)
26 Bolingbroke Grove, Wandsworth SW11
Tel: 01-228 4621
Roll: 24 Boarders + 11 Day Girls
Headmaster: M. Dark
Required from September 1983. Part-time teacher (0.5) Scale 1 + SSA for Humanities, Nature Study or Music and some general class teaching with small group of girls. Total time of half a week to be arranged by discussion with headmaster. No additional duties.

DAY SCHOOLS

Posts of Responsibility

NANSEN (PS)
Welton Road, Swingate Lane, Plumstead SE18
Tel: 01-855 7535
Roll: 48
Required from September, 1983. Teacher Scale 2(S) for small nursery class of visually handicapped children, some with additional handicaps. Duties of post include home visits and liaison with other professionals involved with the children. Experience with visually handicapped and some music, helpful but not essential. Not suitable as first appointment.
This is a re-advertisement

THURLOW PARK (PH)
Elmcourt Road, SE27
Tel: 01-670 3975
Roll: 76 (All Age)
Required from January, 1984. An experienced Nursery Teacher Scale 2(S) is required for a mixed assessment unit. Nursery Staff are part of a team involving medical, physiotherapy and speech personnel. Visits are essential.

WOOD LANE M (Del)
Wood Lane W12 0HP
Tel: 01-743 5668
Roll: 100
Required asap. Teacher, Scale 2(S) for mathematics to CSE and developing the mathematics curriculum throughout the school. Interest in children with special needs would be an advantage.

OTHER

EDUCATION GUIDANCE CENTRES:
Two posts of Director (Scale 4 no ssa)
Greenwich EGC Plumstead Common Road SE18
Tel: 01-317 7831
Southwark EGC - Lyndhurst Grove, SE15
Tel: 01-703 6697
Required asap two teachers in charge of educational guidance centres, to provide informal education for pupils unable to attend ordinary schools because of acute behaviour difficulties.
Applicants need insight into problems of adolescents and initiative to develop ways of helping them.
Experience of secondary school teaching essential, and preference given to candidates who have experience of off-site units, and additional relevant training.
Details and application forms from and returnable to EO/TS5, RM 71, County Hall SE1. Please enclose a SAE.

SEDGEHILL (SM)
Sedgehill Road, Catford, SE6
Tel: 01-698 8911
Roll: 2000 (including PHU)
Required from September 1983. Teacher for the Deaf (Scale 2 plus SSA) to be responsible for Audiometric and Speech Testing.

TROWBRIDGE HOUSE OBSERVATION AND ASSESSMENT UNIT
Trowbridge Road E9
Required September, 1983 or asap. Teacher (Scale 2 no SSA) experienced with difficult adolescents to work flexibly with residential social workers providing medium/long stay treatment. Ability to work harmoniously with professionals from other disciplines essential.
Application forms from and returnable to: EO/TS5, Rm 71, County Hall, SE1 7PB. Please enclose a SAE.

UNATTACHED TEACHER IN SPECIAL SCHOOLS.
Required asap Unattached Teacher in Special schools. Salary Scale 2 (no ssa).
The Successful candidate will fill short-term vacancies in special schools and units and will be expected to teach children with varying special needs including those who present behavioural difficulties.
Application forms from and returnable to EO/TS5 Room 71 County Hall London SE1. Please enclose a S.A.E.

SECONDARY HOME ECONOMICS
continued

SHROPSHIRE
EDUCATION COMMITTEE
ERCALL WOOD SCHOOL
Golf Links Lane, Wellington, Telford, Shropshire
Required for September 1983 Home Economics Scale 1. 1 year temporary full time.
Apply by letter to the Headmaster naming referees. (14194) 133022

SHROPSHIRE
ERCALL WOOD SCHOOL
Golf Links Lane, Wellington, Telford, Shropshire
Required for September 1983, Needlwork/Fabrics Scale 1, 1 year temporary part time (0.8 week).
Apply by letter to the Headmaster by naming referees. (14195) 133022

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH (12 - 18) SCHOOL.
MIXED COMPREHENSIVE (1100 on roll)
Required for September 1983 a suitably qualified TEACHER Scale 1, for NEEDLECRAFT (up to C.S.E. and 'O' level) and HOUSECRAFT. Further details on request.
Application forms available on receipt of a s.a.e. from Chief Education Officer, 8 Bond Street, Wakefield WF1 2QL, to be returned by 18th July, 1983.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (15059) 133022

Humanities

Heads of Department

ESSEX
KING HAROLD SCHOOL (Roll 1200)
Broomstick Hall Road, Waltham Abbey EN9 1LF
Tel: Lea Valley 714800 & 714818
DIRECTOR OF COMMUNITY STUDIES, Scale 4
(London Fringe Allowance)
Required for September 1983, a well qualified teacher to lead a team and develop new approaches to the teaching of humanities subjects throughout the school.
Letters of application and curriculum vitae to the Headteacher (foolscap s.a.e. please). (15031) 133218

Scale 1 Posts

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Tel: 01-897 2001/5
Head: Mrs. Anne Jones B.A.
Required: TEACHER OF HUMANITIES (SCALE 1) FROM SEPTEMBER 1983 capable of teaching an integrated Humanities course in Year 1 and History in Years 2 to 4. Ability to assist with Social Studies in Years 5 to 6 an advantage. THIS IS A FULL TIME TEMPORARY POST TO COVER A SECONDMENT FOR ONE YEAR. Cranford is a superbly equipped fully comprehensive co-educational community school.
For full details please apply immediately to the Head enclosing a s.a.e. and a curriculum vitae.
LONDON ALLOWANCE: £615 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (14318) 133222

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
KERSAL HIGH SCHOOL
Moorfield Road, Salford M7 0QH
(11 - 16 Mixed Comprehensive - 600 on roll)
Required for September 1983 or as soon as possible thereafter. 1. A Scale 1 teacher for SOCIAL STUDIES/HISTORY up to examination level.
2. A Scale 1 teacher for GEOGRAPHY/SOCIAL STUDIES up to examination level.
Please state date available for appointment.
Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (13576) 133222

STAFFORDSHIRE
EDUCATION COMMITTEE
CHEADLE HIGH SCHOOL
Station Road, Cheadle, Staffs. ST10 1RL
Group 11. Number on Roll 1,200. Age range 11 - 18 years.
Required from 1st September, 1983 at this mixed 11 - 18 Comprehensive School, a graduate in the faculty of HUMAN STUDIES (Scale 1) to teach a Junior Humanities Course (Elements of Religious Education, Geography and History) and able to offer one or more of Religious Education, Geography, History, Industrial Studies and Political Studies in high years.
Applications by letter to the Headteacher as soon as possible.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (15779) 133222

Mathematics

Heads of Department

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
NORTH OSSETT HIGH (11 - 16) SCHOOL MIXED COMPREHENSIVE
(460 on roll)
Required January 1984 or sooner if possible, HEAD OF MATHEMATICS, Scale 3. Appropriately qualified and enthusiastic teacher of Mathematics to take charge of a strong Mathematics Department is sought.
Application forms available on receipt of a s.a.e. from Chief Education Officer, 8 Bond Street, Wakefield WF1 2QL to be returned by 18th July, 1983.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (15060) 133418

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
ST. COLUMBA'S R.C. BOYS' SCHOOL
Halcot Avenue, Bexleyheath, Kent DA6 7QB
Tel: Crayford 53236
Required for September 1983/January 1984, Maths/Physics teacher. A well qualified graduate teacher who can offer Mathematics as his main teaching subject and undertake some share of 'A' level Physics teaching. Interest in Games an advantage. A Scale 2 post may be available for suitably experienced teacher.
Requests for application forms (enclosing foolscap s.a.e.) should be sent to the Headmaster.
L.A.A. £651. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (14368) 133420

BROMLEY
LONDON BOROUGH OF BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent BR5 2QR
Tel: 01-300 1258
Co'ed Comprehensive. 1100 on roll. 11 - 18
Required for September 1983, or January 1984, a teacher to be Second in the Mathematics Department. A Scale 3 post is available for a suitably qualified and experienced candidate. The appointee must be interested in teaching pupils of all abilities to C.S.E., 'O' and, possibly, 'A' level. Interest in the mathematics curriculum throughout the age and ability range is essential. Areas of responsibility for the curriculum, organisation and management of the Department will be assigned according to the experience of the successful candidate and the needs of the Department.
Application is by form obtainable, along with further information, from the school (foolscap s.a.e. please), to whom completed forms should be returned by 19th July 1983. (14810) 133420

DEVON
Please see displayed advertisement on page 46 (14533) 133420

NEWHAM
LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DG
Head Teacher: Miss. H. Williams
Number on roll: 1243 (girls)
Designation of post: REMEDIAL MATHEMATICS
Scale 2
Required January 1984 or as soon as possible.
Teacher to join the Mathematics Team.
Successful applicant to take charge of Remedial Mathematics, in particular to examination level.
LONDON ALLOWANCE: £939.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 15th July 1983.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BH. (14972) 133420

NORTH YORKSHIRE
COUNTY COUNCIL
KING JAMES'S SCHOOL
King James's Road, Knaresborough HG5 8EP
11 - 18 comprehensive, 1570 on roll, 230 in Sixth Form
SECOND IN MATHEMATICS DEPARTMENT, Scale 3
Required for January 1984 (or earlier if available) a well qualified and experienced mathematician (Scale 3) to be second in charge of an enthusiastic and successful department of seven specialists with a proven record of success. Applicants should be confident of making a substantial contribution to the teaching of the department at all levels including 'A' and 'S' work, as well as taking responsibility for the administration of a major part of the department's work. The department offers a wide range of courses pre-16 including Additional Mathematics. In the Sixth Form there are currently 66 students studying 'A' level Mathematics and 15 taking Further Mathematics. Computer work flourishes within the school but as a separate department offering a range of specialist as well as computer awareness courses.
Applications by letter together with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster from whom further details of the school and post are available. (14402) 133420

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
(H.M.C. - 700 boys 11 - 18)
Required in January 1984, a Graduate to teach Mathematics throughout the school, up to and including university entrance. This is an opportunity to join a successful department at a school where academic standards are high. Ability and willingness to help with extra-curricular activities such as rugby and cricket, CCF and Scouts, will be an advantage. Salary: Burnham plus. Scale 2 available for suitably qualified and experienced candidate. Possibility of help with accommodation.
Application, in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guilford, Surrey GU1 3BB. (14793) 133420

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
POOL HAYES COMPREHENSIVE SCHOOL
Castle Drive, Willenhall, West Midlands.
Required January, 1984 or earlier if possible, GRADUATE TEACHER OF MATHEMATICS, SCALE 2 in this 11 - 18 mixed comprehensive school with a stable roll. An ability to teach Computer Studies would be a distinct advantage.
Closing date: 19th July, 1983.
Application forms and further details may be obtained from the Head Teacher of the School concerned on receipt of a stamped addressed envelope.
This Authority is an Equal Opportunity Employer. (13518) 133420

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
MAVESBROOK COMPREHENSIVE SCHOOL
Scale 1 teacher of Computer Studies/Mathematics - see secondary Scale 1 Computer Studies posts. (14560) 133422

BEDFORDSHIRE
SOUTHERN AREA
NORTHFIELDS UPPER SCHOOL
Houghton Road, Dunstable, Beds.
Headmaster: D. Fone, B.Sc.
Required for September 1983, a teacher of Mathematics, Scale 1. The successful applicant will be expected to teach across the ability range and at least to 'O' level standard. Ultimately G.C.E. 'A' level work would be available if appropriate.
The school enjoys excellent facilities for mathematics in a newly opened wing of the school. There is a very strong Mathematical Sixth with an impressive record of university admissions.
Application forms and further details are obtainable from the Headmaster at the School (s.a.e. please). (14349) 133422

BEDFORDSHIRE
SOUTHERN AREA
CHALLNEY GIRLS' HIGH SCHOOL
Stoneygate Road, Luton, Beds.
Headmistress: Mrs. S. Thornhill
Required for September 1983, a teacher of Mathematics/Science, Scale 1. The ability to teach up to C.S.E. level essential. Temporary one year appointment.
Application forms and further details are obtainable from the Headmistress at the school (s.a.e. please). (14351) 133422

BEDFORDSHIRE
Northern Area
SHARNBROOK UPPER SCHOOL
Odell Road, Sharnbrook, Beds.
Headmaster: Mr. G. Grounds
Tel: Bedford 782211
13 - 18 Co-educational Comprehensive Upper School, no on roll: 850
Required for September 1983, an enthusiastic and well qualified TEACHER OF MATHEMATICS, Scale one to join an established and well equipped department. The curriculum is modern in approach with examination courses established in GCE 'A' and 'O' level, CSE and City and Guilds Numeracy Courses. An interest in Computers would be a definite advantage.
The School is to be a member of the M.S.C. Pilot Scheme for Technical and Vocational Education.
Situated in an area of pleasant countryside, the School enjoys close links with two major research establishments nearby.
Application forms and further details from the Headmaster, sae please.
Closing date: 22nd July 1983. (13543) 133422

BEDFORDSHIRE
Northern Area
JOHN BUNYAN UPPER SCHOOL
Mile Road, Bedford
Headmaster: Mr. S. H. Smith
Tel: Bedford 64301
13 - 18 Co-educational Comprehensive Upper School and Community College. No on roll: 1,000 approx.
Required for September 1983, either a TEACHER OF MATHEMATICS to teach the subject throughout the age and ability range, Scale one or a Teacher of Computer Studies Scale one.
Applications will be particularly welcome from candidates able to teach statistics to 'A' level.
Application forms and further details from the Headmaster. Please apply immediately. (13542) 133422

BIRMINGHAM
CITY OF BIRMINGHAM EDUCATION DEPT.
BISHOP WALSH SCHOOL (V.A.).
Wylde Green Road, Sutton Coldfield B76 8QT
(840 boys and girls, 100 in Sixth Form)
Tel: 021-351 3215
Required for September 1983 - Teacher for Mathematics (throughout the School) (Scale 1)
Applications to Correspondent Governor, c/o Headmaster at the School.
Successful candidates will be required to accept terms of 1981 C.E.C. Contract. (14567) 133422

BROMLEY
LONDON BOROUGH OF BROMLEY
NEWSTEAD WOOD SCHOOL FOR GIRLS
Orpington, Kent
Required for September 1983, or January 1984, by girl's grammar school, a part-time post available for applicant able to offer computer studies teaching to 'O' level or mathematics, (preferably statistics) see full details under Economics, Scale 1. (14513) 133422

BROMLEY
LONDON BOROUGH OF BROMLEY
ROCK HILLS SCHOOL FOR GIRLS
William Booth Road, (off Anerley Road), Anerley, London SE20 8BW
Group 9, all ability, 11 - 18+
Required for September 1983, well qualified teacher of Mathematics to teach the age and ability range, including 'A' level. All pupils are encouraged to obtain a joint sixth form with a neighbouring boys' school, the school is well equipped with computers. A candidate able to offer some teaching in computer studies would be welcomed.
Application forms available from the Headmistress at the school (foolscap s.a.e. please), to whom completed forms should be returned by 19th July 1983. (14517) 133422

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
TEACHER (SCALE 1)
Required at Radcliffe High School, Abden Street, Radcliffe, Manchester for Mathematics for 1st September 1983, to teach across the age range to 'O' level and C.S.E. level. Interest in computers would be an advantage.
Applications by letter containing full C.V. and the names and addresses of two referees to the Head Teacher at the School by 25th July 1983. (13514) 133422

CUMBRIA
COUNTY COUNCIL
MILLOM SCHOOL
Salthouse Road, Millom LA18 5AB
(11 - 18 Mixed Comprehensive, n.o.r. 830)
Required for September 1983, a full time Assistant Teacher of Mathematics, with particular interest in courses for the less able. Scale 1.
Apply by letter within 7 days to the Head (sae. please) giving full details of qualifications, experience and interests with names and addresses of 2 referees. (14912) 133422

DEVON
Please see displayed advertisement on page 46 (14534) 133422

ESSEX
PASSMORES COMPREHENSIVE SCHOOL
(Roll 850)
Tendring Road, Harlow CM18 5RA
Tel: Harlow 31921
MATHEMATICS/SCIENCE
Scale 1
Required for September 1983, qualified Teacher for Maths/Science Faculty. Capable of teaching in both areas. Appointment temporary in first instance.
Applications by letter giving qualifications and two referees should be made to school. Further particulars from Headteacher (foolscap s.a.e. please).

THE FITZWIMARC SCHOOL
(Roll 1250)
75 Hockley Road, Rayleigh
Tel: Rayleigh 743884-6.
TEACHER OF MATHEMATICS Scale 1
Required September: full or part-time Teacher. Well established SMP courses to CSE/'O' level.
Letters of application, curriculum vitae, and names of referees to Headmaster (foolscap s.a.e. please). (14399) 133422

HAMPSHIRE
HERON WOOD SCHOOL
Tongham Road, Aldershot, Hants.
(Comprehensive Boys 11 - 16)
N.O.R. 800
Required for September 1983 Scale 1 post Mathematics with Economics or Computer Studies or T.D. as second subject. General Maths. teaching and second subject throughout the school. Closing date 18th July 1983.
Letter of application nominating two professional referees to Head Teacher with s.a.e. for details. (14916) 133422

HAMPSHIRE
HARRIET COSTELLO SCHOOL
Crossborough Hill, Basingstoke RG21 2AL
11 - 16 Mixed Comprehensive
N.O.R. 1050
Required September, 1983 for 1 term Temporary Teacher of Mathematics - Scale 1 SMP mathematics taught throughout school to 'O' level and C.S.E.
Letters of application to Headmaster together with c.v. and names of two referees. (14915) 133422

HARROW
EDUCATION COMMITTEE
A Scale 1 teacher of Mathematics required for September, 1983 to teach in one of the Borough's single sex schools. A graduate is preferred.
Application forms from and to be returned to The Civic Centre, London Borough of Harrow, PO Box No 22, Harrow, Middlesex HA1 2UU Telephone No:- 01-863 5611. Ext 2736.
Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (13299) 133422

HAVERING
LONDON BOROUGH OF HAVERING
FOREST LODGE SCHOOL
Lodge Lane, Romford RM5 2LD
(Roll 1188 Mixed)
Tel: Romford 46412
Headteacher: Mrs. P.A. Atherton
SCALE 1 MATHEMATICS
Required for September 1983, teacher of Mathematics to join a large stable department with a modern outlook. GCE 'A' level courses are popular. This is a temporary post, in the first instance, during the Maternity Leave of the present postholder. An interest in small group work could be an advantage but examination work is available for a suitably qualified candidate.
Letters of application should be sent to the Headteacher, from whom further details are available, enclosing curriculum vitae and the names of two referees. (15782) 133422

HAVERING
LONDON BOROUGH OF HAVERING
FOREST LODGE SCHOOL
Lodge Lane, Collier Row, Romford RM5 2LD
Tel: Romford 46412
(Roll 1200 Mixed - Sixth Form 100)
Headteacher: Mrs. P.A. Atherton
MATHEMATICS, SCALE 1
Required in September 1983, a teacher to join a large stable Mathematics Department with modern outlook. Examination work available.
Letters of application to the Headteacher from whom further details are available, quoting names and addresses of two referees. (15783) 133422

HERTFORDSHIRE
THE LEVENTHORPE SCHOOL
Sawbridgeworth, Herts
TEACHER OF MATHEMATICS - Scale 1
Required for September a well qualified enthusiastic teacher of mathematics to join a large successful department in this five form entry, co-educational, 11 - 18, all ability school, which is pleasantly situated on the Herts/Essex border and attracts the London Fringe Allowance.
A special interest in Computer Studies will be an advantage. The department teaches both subjects to 'O', 'A' and CSE level.
Letters of application should be sent to the Headmaster at the school as soon as possible and should include a curriculum vitae and the names and addresses of two referees. (14307) 133422

HERTFORDSHIRE
THE BARNWELL SCHOOL
Barnwell, Stevenage SG2 9SW
11 - 18 Mixed Comprehensive, NOR 938 including 120 in Sixth Form
Required for September 1983, Scale 1 teacher of Mathematics, to join a large and highly successful department. The person appointed will have the opportunity to teach across the age range, including 'A' level, where Pure, Applied and Pure with Applied courses are taught to approximately 40 'A' level students.
Letters of application together with the names and addresses of two referees, should be forwarded to the Headmaster at the school. (14338) 133422

HERTFORDSHIRE
BISHOPSLEA SCHOOL
College Road, Cheshunt, Herts.
Tel: Waltham Cross 23726
900 Pupils, 11 - 18 mixed, all ability, 90 in Sixth Form
Required for September 1983, teacher of Mathematics, Scale 1.
Applicants should be able and willing to teach the full age and ability range.
Apply, by letter, to the Headmaster as soon as possible, giving full professional details and the names, addresses and telephone numbers of two referees. (13435) 133422

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WESTERN COMPREHENSIVE SCHOOL
Cambridge Road, Grimsby
Required for September, 1983: TEMPORARY FULL-TIME OR PART-TIME TEACHER OF MATHEMATICS AND/OR SCIENCE (MAINLY BIOLOGY). Examination classes available for a suitable teacher.
Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within ten days of the appearance of this advertisement. (14847) 133422

JERSEY
STATES OF JERSEY
EDUCATION COMMITTEE
Required for September 1983 A teacher of Maths (Scale 1) to teach in one of two mixed ability, 11 - 16 Secondary schools up to C.S.E. and G.C.E. 'O' Level.
Application forms from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey. Tel: 0534 71065, Ext. 261.
Closing date for return of application forms is 15th July 1983. (14144) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIMON LANGTON GRAMMAR SCHOOL FOR BOYS
(625 Boys on roll)
Voluntary controlled Selective School
Headmaster: J. Harris M.A. (Cantab)
Required for September 1983, a good Honours Graduate to teach Mathematics throughout the range 11 - 18 up to Ordinary and Advanced Level G.C.E. Scale 1.
In addition to working within a major department there are opportunities for involvement in a large range of school activities actively supported by staff.
Please send letters of application with Curriculum Vitae and the names and addresses of two referees to:- The Headmaster, Simon Langton Boys' Grammar School, Nackington Road, Canterbury, Kent CT4 7AS.

SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Bellevue Road, Whitstable CT5 1PX
Headmaster: Mr. G.E. Pike, B.A.
Co-educational. 1125 pupils. 11 - 17 years
Required for September 1983, a teacher (Scale 1) to join Mathematics Department team; good facilities and support available for a keen teacher wishing to move into this subject area.
Please apply immediately by letter, with curriculum vitae and details of two referees, to the Headmaster at the school (s.a.e. please).

THANET DIVISION
HERESON COUNTY SECONDARY SCHOOL FOR BOYS
Lillian Road, Ramsgate, Kent
Required September 1983, Assistant teacher of modern mathematics, in this small secondary modern school applications must be prepared to be flexible and adaptable and willing to contribute fully in the life of the school. Newly qualified as well as experienced teachers are eligible to apply for this post.
Applications with the names and addresses of 2 referees to the Acting Headmaster at the school. (14450) 133422

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

HOWDEN CLOUGH HIGH SCHOOL

(REF 253)

Windmill Lane, Batley, West Yorkshire WF17 0LD

Required for January 1984 a SCALE 1 teacher of MATHEMATICS for this 11 - 18 Girls' Comprehensive School.
Further particulars and application forms can be obtained from the Headmaster at the school to whom completed forms should be returned as soon as possible. (13503) 133422

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY PAGE MOSS COMPREHENSIVE SCHOOL
Western Avenue, Huyton, Merseyside L36 4PR

(930 boys and girls, 11 - 18 years)

For September 1983 or as soon as possible thereafter: SCALE 1 MATHEMATICS teacher required. Scale 2 available for suitably experienced and qualified teacher. To teach SMP Mathematics throughout the school up to 'A' level. This post is a re-advertisement. Previous applicants will be considered.

For application form and further details send s.a.e. to the Headteacher at the above address to whom completed forms should be returned within the next fourteen days.

KNOWSLEY BROOKFIELD COMPREHENSIVE SCHOOL
Bracknell Avenue, Southdene, Kirkby, Merseyside L32 9PP

(1,000 boys and girls, 11 - 18 years, SPA payable)

For September 1983: SCALE 1 MATHEMATICS teacher required.

Applicants should apply by letter to the Headteacher at the above address giving details of age, qualifications and experience, together with the names of two referees, within the next fourteen days. (14264) 133422

LEICESTERSHIRE
REDMOOR HIGH SCHOOL
Wykin Road, Hinckley, Leics.

In the Leicestershire plan for the re-organisation of secondary education

11 - 14 High

ROLL 518

MATHEMATICS SCALE 1

Required August or January.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (13230) 133422

LONDON
ST. ANGELA'S URSULINE CONVENT
Forest Gate, London E7
GIRL'S COMPREHENSIVE SCHOOL
870 on roll
Required September 1983: scale 1 Maths teacher.
Please apply in writing with s.a.e. to the Headmistress, giving names and addresses of two referees. (14704) 133422

SECONDARY MATHS
continued

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE HEATON MANOR COMPREHENSIVE SCHOOL. TEMPORARY TEACHER OF MATHEMATICS (SCALE 1 POST)
Required from September 1983 initially for 1 year a suitably qualified teacher of Mathematics for appointment to a Scale 1 post.
Application forms and further details are obtainable from and returnable to the Head Teacher - Designate, Manor Park School, Benton Road, Newcastle upon Tyne, NE7 7EB (Tel: 669411) within 10 days of the advertisement. (14465) 133422

NORFOLK
UPWELL SECONDARY SCHOOL Low Side, Upwell, Nr. Wisbech, Cambs. PE14 9BD
(Group 7) Roll: 580 Mixed 11 - 16 Years
RE-ADVERTISEMENT
Scale 1 - Mathematics; please state second subject
Apply by letter, giving names of two referees and curriculum vitae, to the Headmaster from whom further particulars (s.a.e. please) are available. Closing date: 18th July, 1983. Previous applicants will be automatically re-considered. (13848) 133022

NORTH YORKSHIRE
COUNTY COUNCIL BRAYTON HIGH SCHOOL Doncaster Road, Selby YO8 9QS
Purpose-built 11 - 16. Increasing to 900 on roll. Required for September 1983, two teachers of MATHEMATICS, Scale 1 in the light of the reorganisation approved for the Selby area, these posts will initially be on one year fixed term contracts until 31st August 1984.
Candidates should apply immediately to the Headmaster quoting qualifications, experience and two referees. (14932) 133422

NORTHAMPTONSHIRE
CORBY LODGE PARK SCHOOL (Shetland Way, Corby, Northants NN17 2JH)
A Mathematics teacher, Scale 1, is needed for September to join a close-knit department. The person appointed will be expected to teach to all levels of ability; shared A-level teaching (Pure Mathematics and Statistics). An interest in Computing would be most useful. Housing is readily available.
[illegible] school details by return of post (SAE please). (14357) 133422

NOTTINGHAMSHIRE COUNTY COUNCIL
Education Department
Re-advertisement
Scale 1 - Mathematics
BARTLAND COMPREHENSIVE SCHOOL Sparken Hill, Worksop, Notts. S80 1AN
Headmaster: C.W. Hardy, B.A., M.Ed., F.R.G.S.
Mixed: 1300 (11 - 18)
Well qualified teacher of Mathematics able to teach to all abilities in forward looking Department.
Application forms/further details are available from the Head Teacher on receipt of a stamped addressed envelope. (14406) 133422

OXFORDSHIRE
COUNTY COUNCIL LORD WILLIAM'S SCHOOL Oxford Road, Thame OX9 2AQ
11 - 18 Mixed Comprehensive, Roll 1850 in three federal schools. 300 in Sixth Form.
Required from September 1983, a temporary teacher of Mathematics to work across the age and ability range 11 - 18. Sixth Form opportunities available to a suitably qualified and experienced applicant. Possibility of permanent appointment in due course. Accommodation available for single person. Computer facilities on site.
Further details available. Apply by letter to the Principal, including a curriculum vitae and names of two referees. SAE please. (14823) 133422

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT KERSAL HIGH SCHOOL Mesnefield Road, Salford M7 0QH
(11 - 16 Mixed Comprehensive - 600 on roll) Required for September 1983 or as soon as possible thereafter.
A Scale 1 teacher for MATHEMATICS/SCIENCE. Please state science specialism and date available for appointment. Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed application should be returned as soon as possible. (15011) 133422

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT KING ECGBERT SCHOOL Furniss Avenue, Sheffield S17 3QN Required for September, a temporary Teacher of Mathematics for one term (Scale 1). The successful applicant will have the opportunity to teach throughout the school up to 'A' level.
Letters of application direct to the Headteacher at the school, enclosing full curriculum vitae and the names and addresses of two referees. (14417) 133422

SOLIHULL
EDUCATION COMMITTEE HEART OF ENGLAND SCHOOL Gipsy Lane, Balsall Common, Coventry CV7 7FW
TEACHER OF MATHEMATICS - SCALE 1
Required for September 1983 in this 11 - 18 Comprehensive School to teach across the full ability and age range.
Initially the appointment will be temporary for one year.
Please apply by letter to the Head at the School as soon as possible. (13554) 133422

SOMERSET COUNTY COUNCIL
PRESTON SCHOOL Yeovil
(11 - 16 mixed comprehensive, 1042)
Urgently required for September 1983. Teacher of MATHEMATICS, scale 1.
Applications by letter, immediately, to the Head at the school with curriculum vitae and names of two referees. (Tel: Yeovil 71131). (13840) 133422

SUFFOLK
SIR JOHN LEMAN HIGH SCHOOL Ringsfield Road, Beccles NR34 9PG (Mixed Comprehensive 13 - 18: 1120)
Required for Autumn Term 1983 only a teacher of Mathematics Scale 1, to teach in a large and flourishing department to C.S.E. and 'O' level.
Apply by letter with C.V. to the Headmaster at the school (s.a.e. please) to whom they should be returned as soon as possible. (13554) 133422

SURREY
AMERICAN COMMUNITY SCHOOLS Cobham, Surrey.
Mathematics teacher for an American high school required for August 1983. The person appointed must be well qualified and able to teach calculus to 'A' level/Advanced Placement standard. Knowledge and experience with an American curriculum is preferable.
Interested applicants should send their C.V., college transcript and three references to R.S. Beecher, Headmaster, American Community Schools, Portsmouth Road, Cobham, Surrey KT11 1BL. (13296) 133422

SURREY
EDUCATION COMMITTEE [illegible] to teach COMPUTER STUDIES an advantage.
Contact Head Tel: 01-397 0671.

HEATHSIDE SCHOOL Weybridge (12 - 16 mixed comp.) MATHEMATICS Scale 1 teacher required September 1983.
Application forms and details from Head Tel: Weybridge 46162.

HEATHSIDE SCHOOL Brooklands Lane, Weybridge (12 - 16 mixed comp.) TEMPORARY MATHEMATICS Scale 1 teacher required October 1983. Covering maternity leave. Teach up to O level throughout the school.
SAE to Head. (13563) 133422

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL HEMSWORTH HIGH (13 - 18) SCHOOL MIXED COMPREHENSIVE (1430 on roll)
Required for September 1983 a Scale 1 TEACHER OF MATHEMATICS. The school is at present involved in the revision of courses for average and below average ability students and experience in teaching in Middle Schools or Further Education could be helpful. The opportunity to teach SMP 'A' level and/or Computer Studies.
Application forms available on receipt of a s.a.e. from Chief Education Officer, 8 Bond Street, Wakefield WF1 2QL, to be returned by 18th July, 1983.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (15058) 133422

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER SIDNEY CHAPLIN HIGH SCHOOL Folly Lane, London E17. Head: Mr. D. St. J. Grey. REQUIRED FOR SEPTEMBER, TEACHER OF MATHEMATICS SCALE 1 plus London Weighting required in this mixed Comprehensive School for pupils aged 11 - 14 years (428 on roll) to teach Mathematics throughout the School. An interest in the use of Computers as teaching aids would be an advantage.
Application form available from the Headteacher (send s.a.e.).
Ref. No: P89/119. Closing date 22nd July. (14558) 133422

WALTHAM FOREST
LEYTON GIRLS' SENIOR HIGH SCHOOL
Maternity Leave Cover Maths Scale 1, see under Science Scale 1. (13330) 133422

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
COPPICE HIGH SCHOOL
Temporary full time Teacher of Mathematics, Scale 1, required in September for one term only.
This is an 11 - 18 comprehensive with excellent facilities and is situated in a residential area of the borough.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (13251) 133422

Modern Languages

Heads of Department

BEXLEY
LONDON BOROUGH RIVERSIDE SCHOOL Yarnton Way, Erith, Kent DA18 4DW
Group 10. Mixed Roll 1050. Tel: 01-310 0111.
Required for September 1983 or January 1984. Head of Modern Languages. Scale 3. Applications are invited from suitably qualified and experienced graduate teachers for this important post vacant due to promotion. The successful candidate will offer French and German and will take over a lively forward looking department. With enthusiasm and good leadership they will continue to build the already well established department.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered. Possibility of GLC housing.
Send for application form and further details to the Headmaster (enclosing foolscap s.a.e.). (14371) 133618

BEXLEY
LONDON BOROUGH PICARDY SCHOOL Erith Road, Belvedere, Kent [illegible] ber 1983 or January 1984. Well qualified and experienced teachers of French are invited to apply for the post of Head of Modern Languages Faculty. The faculty is well established and has its own accommodation. French and German are taught up to C.S.E. and 'O' level. Already some courses are established in the Sixth Form and it is intended in the near future to establish the subject up to 'A' level. The successful candidate will be expected to contribute to the management of the school, and have a clear understanding of the aims of teaching modern languages in this all-ability school.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Further details concerning the post are available from the Head of the school to whom completed application forms should be returned within 2 weeks of the appearance of this advertisement. Please enclose foolscap s.a.e. (15916) 133618

Scale 2 Posts and above

AVON COUNTY
SIR BERNARD LOVELL SCHOOL North Street, Oldland Common, Bristol BS15 6TS (Group 11) 11 - 18 Mixed Comprehensive: 1060 on roll including 90 in the 6th Form.
REQUIRED FROM 1st JANUARY 1984 a teacher of German with French (Scale 2) to be responsible for German teaching throughout the School within the Modern Languages Faculty. Experience of successful 'A' level teaching is essential.
Please apply by letter to the Headmaster (from whom further details are available) enclosing a curriculum vitae and the names of referees, as soon as possible. (15028) 133620

BUCKINGHAMSHIRE
COUNTY COUNCIL BUCKINGHAM COUNTY SECONDARY SCHOOL London Road, Buckingham. Required September 1983. Assistant teacher of FRENCH to teach throughout the school to C.S.E. 'O' level.
SCALE 2
This is a re-advertisement and previous applicants need not re-apply.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher. (14954) 133620

CALDERDALE
METROPOLITAN BOROUGH COUNCIL Education Department CALDER HIGH SCHOOL Brier Hey Lane, Mytholmroyd, Hebden Bridge HX7 5QN
Required from August 1983 TWO teachers of FRENCH/GERMAN (Scale 1) with ability to teach to 'A' level in one subject.
Letters of application to the Headteacher immediately giving full details of qualifications and experience, and names and addresses of two referees. (14403) 133622

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL HEMSWORTH HIGH (13 - 18) SCHOOL MIXED COMPREHENSIVE (1430 on roll)
Required as soon as possible a LINGUIST to be in charge of German, Scale 2, which is taught to only very able pupils 'O' and 'A' (C.S.E. French is also desirable).
Application forms available on receipt of a s.a.e. from Chief Education Officer, 8 Bond Street, Wakefield WF1 2QL, to be returned by 18th July, 1983.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (15057) 133620

Scale 1 Posts

BEDFORDSHIRE
Northern Area ST THOMAS MORE RC UPPER SCHOOL Tyne Crescent, Bedford Acting Headmaster: Mr. E. Lams Tel: Bedford 41201 13 - 18 Co-educational Comprehensive Upper School No on roll: 780 approx. Required for September 1983, a specialist TEACHER OF MODERN LANGUAGES, Scale one, for a part-time post, 0.6. The successful applicant should be capable of teaching both French and German to 'O' level standard. This is a temporary post for the academic year 1983/4 only.
Application forms and further details from the Headmaster, sae please. (13291) 133622

BERKSHIRE
COX GREEN COMPREHENSIVE Highfield Lane, Maidenhead, Berks N.O.R. 975
Required for September 1983, graduate TEACHER OF FRENCH (Scale 1) to teach 1 - 5 years French and CSE Mode 3 European Studies.
Application form and further details from Headmaster (SAE). Tel: Maidenhead 29416.
Berkshire County Council is an equal opportunity employer. (14423) 133622

BERKSHIRE
THE EMMBROOK SCHOOL Emmbrook Road, Wokingham, Berkshire N.O.R. 1240 (7FE Comprehensive - 160 in 6th Form).
Required for September 1983 TEACHER OF FRENCH (Scale 1) to teach the subject at all levels (possibility of 'A' Level work).
Further details and application form from the Headmaster at the school.
Closing date July 18th. Berkshire County Council is an equal opportunity employer. (14814) 133422

BEXLEY
[illegible] Yarnton Way, Erith, Kent DA18 4DW Mixed - Roll 1050. Group 10. Tel: 01-310-0111
Required for September 1983 for one term in the first instance, a suitably qualified teacher to teach French and German. The successful candidate will join a lively forward looking department.
Possibility of GLC Housing. LAA £615
Send for application form and further details to Headmaster. (14372) 133622

BEXLEY
LONDON BOROUGH BEXLEY ERITH TECHNICAL HIGH SCHOOL FOR BOYS Hartford Road, Bexley, Kent. DA5 1NE Tel: Crayford 56838.
Wanted for September a well-qualified teacher of French and German, Scale 1.
All boys at this 4 F.E. Selective School take either French or German to 'O' level. German was only introduced recently and the person appointed will be expected to help in the further development of 'O' and 'A' level work in this language as well as taking a full share of the work in French from Year 1 to the Sixth Form.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applicants for this post should write directly to the Headmaster giving details of qualifications and experience and the names to 2 referees. (15920) 133622

BEXLEY
LONDON BOROUGH RIVERSIDE SCHOOL Yarnton Way, Erith, Kent DA18 4DW. Tel: 01-310 0111. Group 10. Mixed Roll 1050.
Required for September part-time (0.8) qualified teacher to teach in the MODERN LANGUAGES/HUMANITIES area of the curriculum. French and/or German, together with another subject area, or Geography and/or History. Timetable allows for flexibility. Strong pastoral, mixed ability teaching groups in most cases.
L.A.A. £615.
Apply in first instance by letter to Headmaster giving at least one referee, details of qualifications and experience. Please enclose foolscap s.a.e. (15918) 133622

CLEVELAND
COUNTY OF CLEVELAND SCALE I FRENCH BASSLETON SCHOOL Baysdale Road, Thornaby, Cleveland TS17 9DB (11 - 16 mixed comprehensive 910 on roll) (Tel: Stockton 763244)
Required for September 1983.
Applications forms and further details obtainable from and returnable to the Head Teacher at the school. Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees.
Financial assistance with household removal expenses is available in approved cases.
Closing date:- 18th July, 1983. (13506) 133622

DUDLEY
METROPOLITAN BOROUGH
THE HIGH ARCAL SCHOOL High Arcal Drive, Sedgley, Dudley, West Mids.
(12 - 18 co-ed.comp.Group 11)
For September, TEACHER of FRENCH to CSE and 'O' level if possible, to cover for maternity leave.
Letters of application with c.v., and naming two referees to Headmaster without delay. (14294) 133622

EALING
LONDON BOROUGH EDUCATION SERVICE EALING GREEN HIGH SCHOOL Ealing Green, London W5 5EW Required for September 1983 on a temporary 1 year contract.
Part-time teacher of French with some German, up to 'O' level standard on a three day weekly basis or the equivalent.
London weighting £939.
Further details and application forms from the Headmaster, to be returned by 18th July 1983. (13550) 133622

ESSEX
BUCKHURST HILL COUNTY HIGH SCHOOL Roding Lane, Chigwell (Roll 780 Boys) Tel: 01-500 2738.
FRENCH, Scale 1 (London Fringe)
Required September, Graduate to teach French to all levels including graded tests. Audiolingual room. 300 in Joint Sixth Form.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

ST. CHAD'S SCHOOL St. Chad's Road, Tilbury (Roll 920) Tel: Tilbury 3381.
FRENCH, Scale 1 (London Fringe & E.P.A. Allowances payable)
Required September 1983 - suitably qualified teacher to join successful department.
Letter by application and names and addresses of two referees direct to the Headteacher as soon as possible (foolscap s.a.e. please).

ST. CLERE'S COMPREHENSIVE SCHOOL [illegible] Stanford-le-Hope (increasing to 900, 11 - 18) Tel: Stanford-le-Hope 641001 TEACHER OF FRENCH Scale 1
Required September 1983, to join excellent department. The school does not suffer from the problems of falling roll.

BRENTWOOD COUNTY HIGH SCHOOL Shenfield Common, Brentwood CM14 4JF (Roll 1210) Tel: Brentwood 226 6482.
FRENCH Scale 1
Required September for Autumn Term only, full-time, to teach French to 'A' level and throughout age and ability range with European Studies in the lower school.
For the above two posts letter, curriculum vitae and names of two referees to Headteacher concerned (foolscap s.a.e. pease). (14858) 133622

HAMPSHIRE
BAY HOUSE SCHOOL Gomer Lane, Alverstoke, Gosport, Hants. Head: R.J. Cootes, M.A.,
11 - 18 mixed Comprehensive - 1588 on roll
Required September FRENCH - Scale 1 to 'A' level preferably with Spanish as a second language.
Apply in writing with curriculum vitae to the Headmaster. (14918) 133622

HAMPSHIRE
REDBRIDGE SCHOOL Cuckmere Lane, Southampton SO9 4LN (12 - 16 Comprehensive: NOR 700)
Required September - Scale 1 - Teacher of German to 'O' level with some French.
Apply by letter to Head with curriculum vitae and names of two educational referees as soon as possible. (15787) 133622

HARINGEY
Progress with Humanity
GLADESMORE COMMUNITY SCHOOL 11 - 18 years. Comprehensive, Co-educational School formed by the amalgamation of Drayton and High Cross Schools. Roll 1500 to include a large Sixth Form
Required for September 1983, TEACHER OF FRENCH and GERMAN (Scale 1) to join lively and progressive Modern Languages Department committed to development of community languages.
Please apply immediately, by letter in the first instance, to The Head Teacher Designate, The Drayton School, Gladesmore Road, Tottenham N15 6TJ. (telephone 01-800 0884) together with a curriculum vitae and the names and addresses of two referees.
Social Priority Allowance: £201/276.
London Allowance (£939) payable. Removal Expenses - 100% allowed in approved cases.
Haringey is an equal opportunity employer. (04898) 133622

HEREFORD AND WORCESTER COUNTY COUNCIL
THE WOODRUSH HIGH SCHOOL Shawhurst Lane, Hollywood, Birmingham B47 5JN
1. Scale 1/2 according to experience, Assistant Teacher of Spanish capable of examination work up to 'A' level. Ability to teach French, R.E. or English an advantage.
2. Scale 1 teacher of French. Ability to teach Spanish, English or R.E. an advantage.
Letters of application with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (14526) 133622

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL Rickmansworth Road, Watford Roll: 1050 boys, 270 in 6th form
Required September, well qualified graduate to teach French throughout the school, with opportunity for a subsidiary subject and a wide range of extra curricular activities. Scale 1 + London fringe allowance £246. Possibility of accommodation.
Apply by letter to Headmaster giving full details of qualifications and interests, together with the names and addresses of two referees. (14344) 133622

County of Cleveland

CLOSING DATE – 18th JULY, 1983.
Application forms and further details for the undermentioned posts obtainable from and returnable to the Head Teacher at the school. Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees.
Financial assistance with household removal expenses is available in approved cases.

SECONDARY SCHOOLS
All posts are for September 1983.

SCALE 1 FRENCH
ENGLISH MARTYRS RC SCHOOL (11–18 mixed comprehensive 1,117 on roll), Catcote Road, Hartlepool, Cleveland TS25 4HA (Tel: Hartlepool 73790)
Ability to offer some English an advantage but not essential.

SCALE 1 GERMAN
BRINKBURN SCHOOL (11–18 mixed comprehensive, 1,308 on roll), Blakelock Road, Hartlepool, Cleveland TS25 5PF (Tel: Hartlepool 72389)
A teacher of German with French. The successful candidate will be required to teach German to 'O' and CSE levels. This post is permanent to the Authority but temporary to this school in the first instance.

SCALE 1 GIRLS PHYSICAL EDUCATION
SARAH METCALFE SCHOOL (11–16 mixed comprehensive, 822 on roll), Burns Road, Teesville East, South Bank, Cleveland TS6 9AW (Tel: Middlesbrough 466101)
Ability to teach Mathematics or English would be an advantage. Applications by letter to the Headteacher.

SCALE 1 PHYSICS
LANGBAURGH SCHOOL (11–16 mixed comprehensive, 870 on roll), Ormesby Road, Middlesbrough, Cleveland TS3 8RD (Tel: Middlesbrough 314519)

SECONDARY MOD LANGUAGES
continued

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT DOVER DIVISION ARCHERS COURT SECONDARY SCHOOL Honeywood Road, Whitfield, Dover
(Group 11) Required for September at this mixed Secondary school of 950 pupils (70 in 6th form), - a well qualified full-time teacher of Modern Language (Scale 1). French is taught to CSE And GCE 'O' Level, Spanish is taught to the same level an ability to offer Spanish, while not essential, might be an advantage.
Applications in writing to the Headmaster at the school with full curriculum vitae and names and addresses of two referees, immediately. Immediately.

MEDWAY DIVISION ROCHESTER - WARRAN WOOD SECONDARY SCHOOL FOR BOYS Arethusa Road, Rochester, Kent Group 7 (410 on roll) Required for September 1983, a teacher of FRENCH, Scale 1, to teach throughout the school to C.S.E. and G.C.E. 'O' levels.
Letters of application together with curriculum vitae with the names and addresses of two referees to the Headmaster at the school. (14451) 133622

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY BROOKFIELD COMPREHENSIVE SCHOOL Bracknell Avenue, Southdene, Kirkby, Merseyside L32 9PP
(1,000 boys and girls, 11 - 18 years, SPA payable)
For September 1983: SCALE 1, FRENCH teacher required.
Applicants should apply by letter to the Headteacher at the above address giving details of age, qualifications and experience, together with the names of two referees, within the next fourteen days. (14265) 133622

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE WALBOTTLE HIGH SCHOOL TEMPORARY TEACHER OF GERMAN WITH FRENCH (SCALE 1 POST)
Required from September 1983 a suitably qualified teacher of Modern Languages (German and French) to teach to at least 'O' level. Timetable mainly German with 'A' level work available for a suitable candidate.
Application forms and further details are obtainable from and returnable to the Head Teacher: Walbottle High School, Walbottle, Newcastle upon Tyne NE15 9TP (Tel: 678921) within 10 days of this advertisement. (14467) 133622

NEWHAM
LONDON BOROUGH OF NEWHAM SARAH BONNELL SCHOOL Deanery Road, London E15 4LP Head Teacher: Mrs. C.B. Goodhill Number on roll: 1100 (girls) TEACHER OF FRENCH AND GERMAN Scale 1
Required September 1983.
A well qualified teacher for French and German throughout the school. Previous applicants will be considered.
LONDON ALLOWANCE: £939, plus Social Priority Allowance.
Application forms (s.a.e. please) availabe from the Head Teacher to whom completed forms should be returned by 18th July 1983.
DIRECTOR OF EDUCATION, Education Offices, The Broadway, Stratford E15. (14969) 133622

NORFOLK
SMITHDON HIGH SCHOOL Downs Road, Hunstanton PE36 5HY
(Group 10) Roll: 980 Mixed 11 - 16 years
Required September or as soon as possible Scale 1 - French with some German.
Apply by letter, giving names of two referees and curriculum vitae, to the Headmaster from whom further particulars (s.a.e. please) are available. Closing date: 18th July, 1983. (13845) 133622

NORTHUMBERLAND
HAYDON BRIDGE COUNTY HIGH Haydon Bridge, Hexham NE47 6LR (Tel: Haydon Bridge 492). (Group 11, 13 - 18 Comprehensive, 720 pupils incl. 130 in 6th Form. About 12% of pupils are residential in school boarding wings). Required for Sept '83 or a.s.a.p. Modern Languages (French and/or German) Teacher, Scale 1. (Scale 2 for suitable applicant).
Applicants should state other subjects they would be prepared to teach. Removal expenses/lodging allowance may be payable.
Application forms (foolscap s.a.e.), returnable 22.7.83 from the Head. (15924) 133622

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT ST. GEORGE'S R.C. HIGH SCHOOL Parsonage Drive, Worsley, Manchester M28 5SH (11 - 16 Mixed Comprehensive - 650 on roll) Required for September 1983 or as soon as possible thereafter.
Teacher of German (Scale 2 to suitable applicant).
Please send stamped addressed envelope for application forms and further details to the Headmaster to whom completed applications should be returned as soon as possible. (15004) 133622

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
HEATHFIELD HIGH SCHOOL
(11 - 16 Comprehensive)
Required for September 1983, FRENCH - Scale 1.
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded to Head Teacher, Wrights Lane, Cradley Heath, Warley, West Midlands. Closing date 15th July, 1983.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (14427) 133622

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
DARTMOUTH HIGH SCHOOL (11 - 18 Comprehensive)
Required for September 1983.
SPANISH - Scale 1.
Spanish is the joint principle foreign language in this School. Opportunity to teach 'A' level work. Ability to offer either French or German.
Letters of application, stating full curriculum vitae and names and addresses of two referees to Head Teacher, Wilderness Lane, Great Barr, Birmingham. Closing date: 18th July 1983.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (14550) 133622

SEFTON
METROPOLITAN BOROUGH OF SEFTON EDUCATION COMMITTEE MEOLS COP HIGH SCHOOL Meols Cop Road, Southport, Merseyside PR9 9TF
TEACHER OF FRENCH WITH SOME GERMAN (Scale 1) required for September 1983.
Apply by letter to the Headteacher, enclosing curriculum vitae, names and addresses of two referees and s.a.e.
Closing date: 18th July 1983. (14592) 133622

SHROPSHIRE
EDUCATION COMMITTEE NEW COLLEGE King Street, Wellington, Telford, Shropshire TF1 1NY Required for September 1983, Teacher of German to advanced level. Temporary for one year in the first instance.
Apply immediately, enclosing curriculum vitae to the Principal at the College. (15777) 133622

SOMERSET
PRESTON SCHOOL Yeovil
(11 - 16 Mixed Comprehensive, 1042)
For September 1983. Teacher of French. Scale 1. Graduate preferred. Excellent facilities.
Applications by letter immediately to the Head at the School, with curriculum vitae and names of two referees. (14820) 133622

STATES OF JERSEY EDUCATION COMMITTEE
LE ROCQUIER SCHOOL
660 pupils, 11 - 16 mixed
Required for September 1983. Teacher of French, Scale 1.
Application forms from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey. Tel: 0534 71065, Ext. 261.
Closing date: 18th July 1983. (14196) 133622

WALTHAM FOREST
CORPUS CHRISTI HIGH SCHOOL Goodall Road, London E11 Head: Mr. F. White Required for September, FRENCH and GERMAN TEACHER Scale 1 + London Weighting requiredin this mixed R.C. comprehensive school for pupils aged 11 - 14 years (540 on roll).
Apply by letter and C.V. giving details of 2 referees to the Headmaster. Ref. No. P73/316. (14558) 133622

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
COPPICE HIGH SCHOOL
Temporary full time Teacher of French. Scale 1, required in September to cover maternity leave.
This is an 11 - 18 comprehensive with excellent facilities and is situated in a residential area of the borough.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (15516) 133622

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER RUSH CROFT HIGH SCHOOL Rushcroft Road, London E4 Head: Mr. L. Banister REQUIRED FOR SEPTEMBER, TEACHER OF LANGUAGES SCALE 1 plus London Weighting in this Borough's first purpose-built, mixed Comprehensive High School for pupils aged 11 - 14 years (537 on roll).
This successful department of Modern Languages requires a teacher of talent, energy and initiative to teach French and, preferably, German, to the full ability range. All pupils are taught French and, in the Third Year, are required to follow courses in either Spanish or German.
Application form available from the Head Teacher (send s.a.e.).
Closing date 22nd July. Ref. No. P88/311. (13326) 133622

Music

Heads of Department

HEREFORD & WORCESTER
COUNTY OF HEREFORD & WORCESTER
PERDISWELL/SAMUEL SOUTHALL HIGH SCHOOL
Merriman's Hill Road, Worcester WR3 8LE
Required for September, 1983, or as soon as possible. Scale 3 Head of Music. An enthusiastic and efficient graduate to take charge of a thriving department with brass band, Youth Band, choirs and recorder groups. Examinations are at present to C.S.E. level and are expected to go higher with the new comprehensive intake. Work is shared with one colleague (on Scale 2).
Application forms and further details from the Headmaster upon receipt of a foolscap s.a.e. (14429) 133818

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT ELLESMERE PARK HIGH SCHOOL Wentworth Road, Eccles, Manchester (11 - 16 Mixed Comprehensive - 900 on roll) Head of Music - Scale 3, required for September 1983 or as soon as possible thereafter.
Please stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (13568) 133818

Scale 2 Posts and above

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT HULTON HIGH SCHOOL Longshaw Drive, Worsley M28 6AZ 11 - 16 Mixed Comprehensive - 920 on roll) Teacher in charge of MUSIC Required for September 1st 1983, or as soon as possible an enthusiastic and innovative Teacher of Music. Scale II available but vacancy open to newly qualified teachers.
Application form and further details available from the Head Teacher, to whom completed applications should be returned as soon as possible. (13570) 133820

Scale 1 Posts

BARNET
LONDON BOROUGH BISHOP DOUGLASS R.C. SCHOOL Hamilton Road, Finchley N2 01-444 5211 V.A. Mixed Comprehensive. Roll: 1087. Sixth Form 217 Required September, 1983, Teacher of MUSIC for 3½ per week. To teach to years 1, 2 and 3. One year appointment. Scale 1.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (04882) 133822

BEDFORDSHIRE
Southern Area LEA MANOR HIGH SCHOOL & COMMUNITY COLLEGE Northwell Drive, Luton, Beds. 0582 585121 Headmaster: Mr. A. Brown, M.Ed.
Required for September 1983, a teacher of Music, Scale 1. Applicants must be pianists, able to contribute to the School band (wind section preferably) and willing to teach all ages and abilities. Courses to C.S.E. and G.C.E. 'O' level (Cambridge) are well established. Closing date 18th July 1983.
Application forms and further details obtainable from the Headmaster at the school (s.a.e. please). Please apply immediately. Informal telephone enquiries would be welcome. (14339) 133822

BEDFORDSHIRE
NORTHERN AREA ST THOMAS MORE RC UPPER SCHOOL Tyne Crescent, Bedford Tel: Bedford 41201 Acting Headmaster Mr E Lams 13 - 18 Co-Educational Comprehensive Upper School (Roman Catholic); no on roll 780 approx.
Required for September 1983, a TEMPORARY SPECIALIST TEACHER OF MUSIC, Scale 1, for the academic year 1983/84 only.
The successful applicant will be required to establish and teach the subject throughout the school. An ability to offer second subjects would be an added advantage.
Application forms and further details from the Headmaster, sae please. Please apply immediately. (14385) 133822

HILLINGDON
LONDON BOROUGH OF HILLINGDON
VIOLIN/VIOLA TEACHER SCALE I/II
Re-advertisement - Previous applicants need not apply.
For September 1983 to January 1984 - 2 Posts.
We wish to appoint 2 enthusiastic teachers to join an established team of string teachers who are responsible for teaching stringed instruments in all Borough Junior and Secondary Schools. The successful candidates should be good performers and be prepared to play regularly in the Borough String Ensemble which gives weekly concerts in schools each term.
Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex. (Tel: Uxbridge 50466).
Outer London Allowance Payable. (14272) 133822

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY BROOKFIELD COMPREHENSIVE SCHOOL Bracknell Avenue, Southdene, Kirkby, Merseyside L32 9PP
(1,000 boys and girls 11 - 18 SPA payable)
For September 1983: SCALE 1 MUSIC teacher required.
Applicants should apply by letter to the Headteacher at the above address giving details of age, qualifications and experience, together with the names of two referees, within the next fourteen days. (14266) 133822

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE TEACHER OF WOODWIND INSTRUMENTS
A qualified teacher specialising in woodwind instruments, is required for September, 1983, or as soon as possible thereafter, to work with individuals and small groups of pupils in city schools.
Salary: Burnham Scale 1 (a Scale II post could be available for a suitably qualified and experienced candidate).
A casual user car allowance is attached to the post.
Application forms are obtainable from and returnable to the Director of Education, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU within 10 days of this advertisement. (15503) 133822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
MAYFIELD HIGH SCHOOL Mayfield Road, Dagenham, Essex
Tel: 01-590 5211
Head: D.T. Jones, B.Sc.
Required from September 1983, a well qualified teacher of Music for this 7 F.E. split-site, mixed comprehensive school. The department is well established with courses to 'O' and 'A' level. The school has its own orchestra and is well served by visiting peripatetic instrumental teachers. The post is on Scale 1 with Outer London Allowance.
Please apply by letter to the Head, giving full details and the names and addresses of 2 referees (SAE please). (14546) 133822

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT IRLAM HIGH SCHOOL Macdonald Road, Irlam Tel: 061-775 5585 (11 - 16 years Mixed Comprehensive - 1450 on roll)
For September 1983 or as soon as possible thereafter. MUSIC SCALE 1.
To teach across the age and ability range to C.S.E. and G.C.E. 'O' Level. This is the third post in a department with a strong tradition of orchestral and choral work and instrumental teaching. There is a separate music suite.
This is a purpose built comprehensive school with modern facilities.
Application forms and further particulars can be obtained from and should be returned to the Headmaster at the school. Please enclose s.a.e. (13572) 133822

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT ORDSALL HIGH SCHOOL Craven Drive, Salford M5 3DJ (11 - 16 Mixed Comprehensive - 700 on roll) Required for September 1983, or as soon as possible thereafter, an enthusiastic teacher of MUSIC to develop the subject throughout the school. Scale 1 plus S.P.A.
Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned, as soon as possible. (13573) 133822

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT Vacancy for Scale 1 Peripatetic Class Music Teacher with an interest in singing.
The Authority is looking for a graduate in music with an imaginative approach to the teaching of basics via the voice. An interest in vocal technique with older children is desirable and a commitment to central choral activities essential. The Authority has a national reputation for success in singing.
Application by letter to the Chief Education Officer, (Teachers Division), Education Department, P.O. Box 67, Leopold Street, Sheffield S1 1RJ. (14279) 133822

SURREY
EDUCATION COMMITTEE ABBOTSFORD SCHOOL (12 - 16 Mixed Comp.) Ashford TEMPORARY MUSIC Scale 1 teacher required Autumn Term.
Application forms and further details from Head Tel: Ashford 43824.

THE ASHCOMBE SCHOOL (12 - 18 Mixed Comp. NOR. 1230, Inc. 260 Sixth Form) Dorking MUSIC Scale 1 teacher required September 1983. Ability to teach CSE, O and A level, essential. Lively modern approach to Lower School MUSIC. Willingness to share fully in extra curricular musical activities. Contact Head Tel: Dorking 886312.

ST. BEDES (C OF E/R.C.) SCHOOL (12 - 18 Mixed Ecumenical Comp. NOR. 1120, inc. 160 Sixth Form) Carlton Road, Redhill MUSIC Scale 1 teacher with some ENGLISH required September 1983. Established courses to O and A level.
Applications and C.V. to Head. (SAE please). (13565) 133822

WARWICKSHIRE
NEWBOLD GRANGE HIGH SCHOOL Newbold-on-Avon, Rugby CV21 1EH
(580 on roll)
Required 31st October 1983, temporary full-time teacher for Music up to C.S.E./'O' level, during the absence of the permanent holder on maternity leave. Scale 1 but Scale 2 for suitable applicant.
Apply by letter to the Head at the school giving the names and addresses of two referees (SAE please). (15071) 133822

Pastoral

Scale 2 Posts and above

ESSEX
THE PARK SCHOOL (Roll 1100) Rawreth Lane, Rayleigh. Tel: Rayleigh 781322 ASSISTANT HEAD OF LOWER SCHOOL, Scale 2/3 Considerable responsibilities in operating an active pastoral curriculum. Vacancy due to promotion. Larger scale for candidate capable of carrying extra responsibilities in a numerate subject area.
Full letter of application quoting two referees and curriculum vitae to Headteacher as soon as possible (foolscap s.a.e. please). (15024) 134020

NEWHAM
LONDON BOROUGH OF NEWHAM WOODSIDE COMPREHENSIVE SCHOOL Woodside Road, Plaistow, London E13 Head Teacher: Mr. M.J. Walton Number on roll: 900 HOME/SCHOOL LIAISON TEACHER Scale 2 or 3. Required January 1984.
An experienced and committed teacher is required for 'outreach' work in this 6-form entry, inner urban comprehensive school, to have responsibility for maintaining and developing links between the school and its surrounding community. A Scale 3 post would be available to a suitably qualified and experienced candidate.
London Allowance: £939 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 18th July 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (14968) 134020

Scale 1 Posts

ESSEX
ELMBRIDGE SCHOOL (Roll 250) Fyfield, Nr. Ongar. Tel: Fyfield 207 HOUSEMASTER/HOUSEMISTRESS, Scale 1 (Fringe Allowance £246 p.a.) Re-advertisement.
Required September 1983 or January 1984 to assume responsibility for 50 boys. The teaching commitment with this post comprises Games and a combination of History, Maths, Careers, Drama, Remedial English or Craft. Elmbridge is a wholly boarding school for 250 normal boys, 11 - 16 years. Boarding Allowance £1209 p.a. Housemaster/Housemistress Allowance £735 p.a.
Application form and details from the Headteacher (foolscap s.a.e. please). (15030) 134022

HAVERING
LONDON BOROUGH OF HAVERING FOREST LODGE SCHOOL Lodge Lane, Romford RM5 2LD (Roll 1168 Mixed) Required in September 1983, a temporary Teacher of General Subjects.
For further details please see our advertisement under Secondary, Other than by subject, Scale 1. (04883) 134022

Physical Education

Scale 1 Posts

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM EASTBURY COMPREHENSIVE SCHOOL Dawson Avenue, Barking, Essex (Roll 1040)
Required for September 1983: A teacher of Boys' Physical Education, to join a department of three full-time specialist teachers. Facilities include two gymnasia, trampoline hall and playing fields on site. Scale 1 plus £939 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Apply immediately in writing to the Headteacher, giving full curriculum vitae and names and addresses of two referees, one of whom should be your present or immediate past employer. (14593) 134222

BERKSHIRE
ST. CRISPINS SCHOOL London Road, Wokingham RG11 1S N.O.R. 960 Required September 1983 TEACHER OF BOYS PHYSICAL EDUCATION (Scale 1) with subsidiary Mathematics. The school has excellent sports facilities.
Application forms and further details from the Headteacher (SAE)
Closing date July 15th. Berkshire County Council is an equal opportunity employer. (15774) 134222

BEXLEY
LONDON BOROUGH BEXLEYHEATH SCHOOL Graham Road, Bexleyheath, Kent DA6 7DA. Roll: 1750 Mixed. Tel: 01-303 5696.
Required for September 1983, a specialist teacher of P.E. (Girls), Scale 1, for this 11 - 18 all-ability school situated in a most pleasant residential area. The Department enjoys excellent facilities including a fine Sports Hall and extensive playing fields.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Apply by letter as soon as possible to the Head of the School, giving curriculum vitae and the names and addresses of two referees. (13257) 134222

BEXLEY
LONDON BOROUGH ERITH SCHOOL Avenue Road, Erith, Kent DA8 3BN Tel: Erith 48231. Group 13. Roll approx. 1800 Established 1967. Bilateral. Anticipated 6th Form Sept. 250.
Required for September 1983 a teacher of Physical Education (Girls). The department is large and well established supporting a very wide range of curricular and non curricular activities, with an extensive commitment to competitive sport at all levels. Candidates with an interest in or experience of the teaching of Netball would be especially welcome.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Further details and application forms obtainable from the Headmaster. (Please enclose foolscap s.a.e.). (15931) 134222

BEXLEY
LONDON BOROUGH HOWBURY GRANGE SCHOOL Slade Green Road, Erith, Kent DA8 2HX Tel: Erith 47231
Required for September, a committed teacher of Physical Education (.5) preferably with experience in the following areas:-
Gymnastics, Football/basketball and minor games.
Application forms and further details from the Headmaster. (15918) 134222

BRENT
LONDON BOROUGH OF BRENT WEMBLEY HIGH (MIXED) SCHOOL East Lane, Wembley HA0 3NT (Roll: 898, 11 - 18)
Required from September - TEACHER of BOYS P.E. (Scale 1). The school stands in its own fields and caters for all major games. Our teams have a good record of success in competition in football, cricket and athletics and rugby has also been developed successfully over the last few years. There is a well equipped gymnasium and also a thriving Gymnastics Club. Applications are invited from keen and energetic candidates who are able to assist with the whole range of Boys Games.
London Allowance of £939 per annum is payable
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (15522) 134222

BUCKINGHAMSHIRE
Milton Keynes Area LEON SCHOOL Fern Grove, Bletchley, Milton Keynes MK2 3HQ (mixed comprehensive approximately 1380 on roll) Required from September 1983 a teacher of Physical Education (girls). This is a temporary part-time post, half time by arrangement with the Headteacher, Scale 1.
Apply by letter to the Headteacher, B. Abbott BA, giving full curriculum vitae and the names and addresses of two referees. (14328) 134222

SECONDARY P.E. continued

BURY

METROPOLITAN BOROUGH OF BURY
PARRENTHORN HIGH SCHOOL
Heywood Road, Prestwich, Manchester M25 5GR
Required for 1st September 1983 GIRLS' P.E. WITH HISTORY (SCALE 1). To teach girls' P.E. throughout the school, assist with team games and offer history as second teaching subject.
Letters of application stating full curriculum vitae to the Head Teacher at the school by 15th July 1983. (14943) 134222

CAMBRIDGESHIRE

HUNTINGDON AREA
LONGSANDS COMMUNITY COLLEGE
St Neots, Huntingdon, Cambs. Roll 1720 - 200 in Sixth Form
Required for September for one year during Secondment, temporary teacher of Boys PE (Scale 1), together with some lower school science.
Apply by letter (no forms) to the Principal at the College giving full curriculum vitae and names of two referees.
Further details on receipt of SAE please. (14988) 134222

DONCASTER

NORTHCLIFFE COMPREHENSIVE SCHOOL
Gardens Lane, Conisbrough, Doncaster DN12 3JS

Required for September, an Assistant P.E. Teacher (Scale 1) for 4 days a week to contribute to the boys' P.E. curriculum at all levels within this 11 - 16 comprehensive school.

The P.E. Department is housed in an excellent, modern Sports Block and offers a wide range of activities. Someone experienced at or interested in basketball and/or rugby would be particularly welcome.

Letters of application, together with the names of two referees should be sent to the Head, David Lingard, at the school s.a.s.p.

Candidates are invited to telephone the school (Rotherham 864001) for a Staff Prospectus and further details about the post straightaway. (14850) 134222

DONCASTER

HALL CROSS COMPREHENSIVE SCHOOL

Tel: Doncaster 20626

Applications are invited for the appointment from September 1983 of a [illegible] ... [illegible] per School with more than 1100 pupils on roll and a Sixth Form of over 350 was formed by the amalgamation of the former Doncaster Grammar School for Girls and Boys, and provides courses for pupils from 13 to 18 years of age. The School is to be re-organised in September 1985 when it will admit its first intake of pupils from across the full ability range.

There are three well equipped gymnasia, squash courts, an indoor heated swimming pool and playing fields nearby.

50 per cent of removal expenses may be paid in appropriate cases.

Application forms and further particulars (s.a.e. please) are obtainable from the Headmaster, Doncaster Grammar School, Thorne Road, Doncaster DN1 2HY to whom completed applications should be returned as soon as possible. (14851) 134222

DORSET

GLENMOOR SCHOOL FOR GIRLS
Beswick Avenue, Ensbury Park, Bournemouth
(690+ on roll)
Required September 1983, Teacher for Physical Education, Scale 1. Candidates should offer English as a second subject. Newly qualified teachers considered.
Application forms and further details from Head Teacher on receipt of s.a.e. (15910) 134222

ESSEX

THE HARWICH SCHOOL
(Roll 1500) Group 12, 11 - 18 year olds)
Hall Lane, Dovercourt
Tel: Harwich 6272
TEACHER OF GIRLS' PHYSICAL EDUCATION, Scale 1
Enthusiastic teacher required for strong Department with excellent Sports facilities on one site. Dance/Gymnastics Specialist preferred.
Application forms and further details can be obtained from the Headteacher (foolscap s.a.e. please).

ELFAIRS COUNTY HIGH SCHOOL FOR BOYS
(Roll 840)
Highlands Boulevard, Leigh-on-Sea
Tel: Southend 74496
PHYSICAL EDUCATION TEAHER, Scale 1
Required for September, enthusiastic P.E. Specialist offering some Geography. Commitment to after school activities essential.
Apply by letter to Headteacher giving full c.v. and names of two referees (foolscap s.a.e. please). (14400) 134222

HAVERING

LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7JX
(Roll 1128 Mixed)
Tel: Ingrebourne 71331
Headteacher: R.J. Bracken, B.A.
PHYSICAL EDUCATION, SCALE 1
Required for September for two terms during absence on maternity leave of present holder, teacher for Girls' P.E. and Games. Netball specialism an advantage.
Applications should be sent to the Headteacher giving curriculum vitae and quoting two referees. (04882) 134222

HERTFORDSHIRE

THE SELE SCHOOL
Welwyn Road, Hertford, Herts.
Required for September 1983, a temporary teacher (Scale 1 + Fringe Allowance) for Boys' PHYSICAL EDUCATION.
The post is for one year in the first instance to cover a secondment. This mixed five form entry, all-ability school has excellent facilities for Physical Education and Games and a fine record of sporting achievements.
Apply by letter to the Headmaster, giving full curriculum vitae and the names and addresses of two referees. (13293) 134222

HOUNSLOW

HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow TW3 1NE
Tel: 01-572 4461
Head Teacher: Mr. G.R. de Spinosa, B.Sc.
Co-educational - 1370 pupils. 200 in Sixth Form. Group 12
Required from September 1983 an enthusiastic and well qualified teacher of Girls' Physical Education and Games (Scale 1). The department is well established and successful. Facilities include two gymnasia, a sports hall and a redgra area. An interest in dance and netball would be an advantage.
London Allowance £615 p.a.
Closing date: Within 7 days.
Letters of application, in the first instance, to the Head Teacher (from whom further particulars can be obtained) giving full details of experience, interests and qualifications, and the names and addresses of two referees. (Stamped addressed envelope please).
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (14319) 134222

HUMBERSIDE

COUNTY COUNCIL
Education Department
Kingston upon Hull Division
GREATFIELD HIGH SCHOOL
Hemswell Avenue, Hull
Head: N.B. Dickinson, B.A., M.Ed.
Required for September, 1983, a temporary teacher (one term) of Boys' P.E. The ability to assist with English would be an advantage.
This is a mixed comprehensive school for over 800 pupils aged 13 - 18 [illegible]

HUMBERSIDE

EDUCATION COMMITTEE
Scunthorpe Division
BRUMBY COMPREHENSIVE SCHOOL
Cemetery Road, Scunthorpe
Head Teacher: N. A. Sears
No. on Roll: 960
Scale 1 Teacher of GIRLS' P.E. required from 1st September, 1983 at this 11 - 16 co-educational Comprehensive School. In the first year, the successful applicant will have a considerable amount of teaching to do in the Science Department as a biologist.
Application forms and further particulars obtainable from the head Teacher at the School to whom completed forms should be returned no later than 18th July, 1983 (f.s.a.e. please). (14414) 134222

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WILMINGTON SECONDARY SCHOOL
Wilmington Hall, Wilmington, Dartford DA2 7DR
Required September part-time teacher of P.E., especially for the girls of this co-educational mixed secondary school. 2½ days weekly. Further details of school, post and days required from Headmaster. Sports Hall, gymnasium and outdoor pitches an integral part of site. Fringe Allowance.
Applications with curriculum vitae, names of two referees and s.a.e. to the Headmaster as soon as possible.

GILLINGHAM DIVISION
ROBERT NAPIER SCHOOL
Roll 880
Applications are invited for a temporary appointment to teach Girls' P.E. to cover a maternity leave.
Application form and further details available from Mr. M. C. Cannon, Headmaster, Robert Napier School, Third Avenue, Gillingham, Kent (s.a.e. please).

SHEPWAY DIVISION
WANDGATE SECONDARY SCHOOL
Park Farm Road, Folkestone, Kent CT19 5DN
Required September 1983, Temporary Assistant Teacher of Boy's Physical Education. For Autumn term only.
Application by letter to the Headmaster, together with C.V. and names and addresses of 2 referees (S.A.E. please). (14452) 134222

NORTHAMPTONSHIRE

GIRLS P.E. SCALE I
Required for September 1983 a teacher of Girls P.E. with a particular interest in netball and Hockey.
Apply by letter, enclosing full curriculum vitae and names and addresses of two referees, to the Headmaster - Our Lady & Pope John School, Tower Hill Road, Corby, Northants. NN18 0TF. (15056) 134222

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey
Headteacher: Mr. G.D.N. Giles, M.A.
Tel: 01-764 5112
Age Range: 13 - 18 years
No. on Roll: 740
Required from September 1983 a Scale 1 Girls P.E. Teacher. An ability to teach Social Studies or Mathematics would be an advantage.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: As soon as possible. (14485) 134222

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
WALBOTTLE HIGH SCHOOL
TEMPORARY TEACHER OF GIRLS PHYSICAL EDUCATION
(SCALE 1 POST)
Required from September 1983 initially for 1 year a well qualified and enthusiastic teacher of Girls Physical Education to join a well knit, industrious and extremely successful department. Full commitment to team management and training will be expected of the person appointed.
A special interest in gymnastics, hockey, netball and tennis would be an advantage.
Application forms and further details are obtainable from and returnable to the Head Teacher, Walbottle High School, Walbottle, Newcastle upon Tyne, NE15 9TP (Tel: 678221) within 10 days of this advertisement. (14468) 134222

NORTH YORKSHIRE

COUNTY COUNCIL
THE WENSLEYDALE SCHOOL
Richmond Road, Leyburn DL8 5HY
A qualified teacher of GIRLS' PHYSICAL EDUCATION is required from September 1983. The post is for four days per week to cover for a teacher taking maternity leave.
Applications by letter, with two referees and telephone numbers, to The Headmaster, as soon as possible. (13268) 134222

NORTHUMBERLAND

BERWICK COUNTY HIGH
Adams Drive, Berwick Upon Tweed TD15 2JF
(Group 11, 13 - 18 Comprehensive, 970 pupils incl. 130 in 6th Form)
Required from 1 Sept 1983 or a.s.a.p. thereafter, Asst. Teacher of Boys PE & Games. Scale 1. School offers wide variety of games and candidates with strength in Rugby and Gymnastics particularly welcome. Some classroom teaching also required. Please state preferred subject. Removal expenses/lodging allowance may be payable.
Application forms (foolscap s.a.e.), returnable 18.7.83, [illegible]

[illegible] EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:-

HOLGATE COMPREHENSIVE SCHOOL
Hillcrest Drive, Hucknall, Nottingham NG15 6PX

Headmaster: D.J. Round, B.Sc., M.Phil., M.I.Biol.

Mixed: 1930 (11 - 18).

For September, teacher (Scale 1) of Boys' Physical Education.
Please apply by letter, giving full curriculum vitae and the names and addresses of two referees, to the Headmaster at the school as soon as possible. (14355) 134222

SALFORD

CITY OF SALFORD
KERSAL HIGH SCHOOL
Moorfield Road, Salford M7 0QH
(11 - 16 Mixed Comprehensive - 600 on roll)
Required for September 1983 or as soon as possible thereafter.
A Scale 1 teacher for BOYS' P.E./ENGLISH. An ability to offer athletics and/or rugby would be an advantage. Please state date available for appointment.
Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (15010) 134222

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
MOORSIDE HIGH SCHOOL
East Lancashire Road, Swinton, Manchester M27 2BB
(11 - 16 Mixed Comprehensive - 1260 on roll)
Required for September 1983 or as soon as possible thereafter.
Permanent full-time well qualified teacher for GIRLS' P.E. (Hockey and Volleyball are essential with either Gymnastics or Dance) and English to teach the full age and ability range - Scale 1.
Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed application should be returned as soon as possible. (15075) 134222

SURREY

RYDENS SCHOOL
Hersham Road, Walton-on-Thames
12 - 18 Comprehensive, 1200 on roll.
Required for September, a part-time (80/100ths) teacher of Girls' Physical Education to join a very strong and successful department. Excellent facilities.
Curriculum Vitae and names of referees to be sent to the Headmaster from whom further details may be obtained. SAE please. (15062) 134222

SALFORD

CITY OF SALFORD
EDUCATION DEPRTMENT
WARDLEY HIGH SCHOOL
Mardale Avenue, Swinton, Manchester M27 3PQ
(11 - 16 Mixed Comprehensive - 710 on roll)
Required for September 1983 or as soon as possible thereafter. Teacher for Boys' P.E. and Games - Scale 1. An ability to teach Mathematics would be an advantage.
Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (13379) 134222

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

Required for September 1983.

BRITANNIA HIGH SCHOOL

(11 - 16 Comprehensive) Boys' P.E. - Scale 1

Head Teacher, Britannia Road, Rowley Regis, Warley, West Midlands.

HOLLY LODGE HIGH SCHOOL

(11 - 16 Comprehensive) Boys' P.E. - Scale 1

Head Teacher, Holly Lane, Smethwick, Warley, West Midlands.

WILLINGSWORTH HIGH SCHOOL

(11 - 16 Comprehensive)

Girls' P.E. - Scale 1

Special interest in Dance an advantage.

Head Teacher, Bilston Road, Gospel Oak, Tipton, West Midlands.

Letters of application, stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to the Head Teachers at the Schools.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (15790) 134222

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
HURLFIELD CAMPUS
East Bank Road, Sheffield S2 2AL
Co-Educational Comprehensive, Secondary School with 1000 pupils on roll aged 12 to 18 years.
TEACHER OF PHYSICAL EDUCATION (scale 1) + SPA
Re-advertisement (Previous applicants will be reconsidered and need not re-apply)
Required for September 1983 a suitably qualified teacher of Physical Education (Scale 1 + SPA) to undertake the teaching of PE mainly to female students but with a [illegible] facilities and developing [illegible] and seeks an energetic, and enthusiastic person able to lead the development of pupils' skills and interests by involvement and example. These qualities are paramount but an interest in gymnastics, hockey and dance would be an advantage.
Further details and application forms can be obtained from the Headmaster to whom completed applications should be returned on or before 22nd July 1983. (14275) 134222

SOLIHULL

EDUCATION COMMITTEE
ARDEN SCHOOL
Station Road, Knowle, Solihull, West Midlands
Tel: Knowle 3348
TEACHER OF GIRLS PE
Scale 1
Required for September 1983 in this 11 - 16 all ability School, for one year only, in the first instance.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (14562) 134222

STAFFORDSHIRE

EDUCATION COMMITTEE
The following posts are required for September 1983:
WALTON HIGH SCHOOL
The Rise, Walton On The Hill, Stafford ST17 0LJ
Well qualified teacher able to offer one or more of the following areas: PHYSICAL EDUCATION (Girls), GEOGRAPHY, RELIGIOUS EDUCATION, PHYSICAL EDUCATION (Boys). Scale 1 post.
Apply by letter with full curriculum vitae to the Headteacher at the school.

EDGECLIFF COMPREHENSIVE SCHOOL
Enville Road South, Kinver, Nr. Stourbridge DY7 6AA
Required for September 1983 or as soon as possible, qualified teacher of Girls PHYSICAL EDUCATION (Scale 1) for this rural 11 - 18 comprehensive school. Ability to teach Biology/Chemistry would be an advantage.
Applications as soon as possible by letter with curriculum vitae and names of two referees to the Headmaster at the school.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (15796) 134222

SUFFOLK

NORTHGATE HIGH SCHOOL
11 - 18 mixed comprehensive, roll 1700
Sidegate Lane, Ipswich
TEACHER OF GIRLS' PHYSICAL EDUCATION (SCALE 1) required for a temporary appointment only of one term, from 1st September 1983. An interest in Dance would be an advantage.
Apply immediately by letter to the Headmaster with the names and addresses of two referees and curriculum vitae. (13536) 134222

WALSALL

METROPOLITAN BOROUGH
Education Committee
PELSALL COMPREHENSIVE SCHOOL
Pelsall Lane, Rushall, Walsall WS4 1NG
Required for September 1983 a TEACHER OF BOYS' PHYSICAL EDUCATION, Scale 1. This is initially a temporary appointment with the possibility of a permanent post from January 1984. A person with a commitment to mixed ability, mixed sex teaching of all age groups is sought with a particular interest in Basketball, Rugby and Athletics. The person appointed will be expected to teach in all areas of a varied P.E. curriculum and to assist with extra- curricular activities.
Application forms and further details may be obtained from the Head Teacher of the School concerned on receipt of a stamped addressed envelope.
This Authority is an equal opportunity employer. (13522) 134222

WEST SUSSEX

POUND HILL MIDDLE SCHOOL
Crawley Lane, Pound Hill, Crawley RH10 4EB
Scale 1 Teacher required September 1983. Good general class teacher with a responsibility for P.E. including boys football.
Details and form from Headmaster. (14919) 134222

Religious Education

Scale 2 Posts and above

BARNET

LONDON BOROUGH
ORANGE HILL SENIOR HIGH SCHOOL
Abbotts Road, Edgware.
01-959 3152
Mixed Comprehensive. Roll 850. Sixth Form 200
Required January, 1984, or earlier if available, either - a) a specialist to run the DIVINITY Department and teach the subject to C.S.E., O and A-levels, able to offer a subsidiary subject, preferably Mathematics, Science or History. Scale 2 post available for suitably qualified and experienced candidate), or b) a part-time teacher of DIVINITY able to offer the subject to C.S.E., O and A-levels. Scale 1.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (04895) 134420

Cheshire

HEADS OF DEPARTMENT

HEAD OF MODERN LANGUAGES: Scale 4

Alsager Comprehensive
Hassall Road, Alsager, ST7 3HR. Tel: Alsager 3221
1,500 on roll; 180 in Sixth form
Required for January 1984, a well-qualified and experienced graduate for this well-established comprehensive with courses in French and German to 'O' and 'A' level.
Closing date 22nd July, 1983.

SCALE 1 POSTS

HUMANITIES (GEOGRAPHY)

Brookvale Comprehensive
Barnfield Avenue, Murdishaw, Runcorn WA7 6EP
Required for September 1983 or as soon as possible thereafter.
Brookvale is a new purpose-built 11–18 co-educational situated in pleasant surroundings. The post is available mainly because of the school's current growth pattern.
Closing date: As soon as possible.

1. REMEDIAL
2. HUMANITIES (mainly History)

Sutton County Comprehensive
Woodchurch Lane, Ellesmere Port, South Wirrall L66 3NG
On roll 1,350; 11–18 mixed Comprehensive
Required for September 1983, Closing date: 22nd July, 1983.

1. MATHS
2. HUMANITIES

Blacon High
Melbourne Road, Blacon, Chester CH1 5JH. Tel: Chester 371475
Co-educational 12–18 Comprehensive; 1,000 on roll
Expected to reorganise as 11–18 comprehensive in 1984
1. Maths graduate, Scale 1, possibility of Scale 2, required for work across whole age and ability range.
2. Humanities graduate, required for work with less able.
For both posts, apply immediately to the Headteacher, telephone for visit.
Closing date 2nd July, 1983.

GEOGRAPHY

Dane Valley High
Jackson Road, Congleton. Tel: Congleton 3000
Graduate required temporarily from September to teach full range of ability to 'A' level.
Please apply immediately to the Headteacher.
Closing date 20th July, 1983.

BOYS' PE (Part-time)

King's Grove County High
Buchan Grove, Crewe
11–16 co-educational Comprehensive
Required for September, this will be at least for the coming academic year.
Application forms should be returned by 15th July.

1. CREATIVE DESIGN
2. ART
3. ENGLISH

Tarporley County High
Eaton Road, Tarporley CW6 0BL. Tel: Tarporley 2558/2830
Co-ed comprehensive 11–18; 950 pupils; Sixth form 120
1. Full-time, required from 1st September, to specialise in Design Education. Applicants should preferably be trained in product design or furniture design. Strong 'A' level groups in Design and in Art.
2. Part-time (0.5) required from 1st September. To teach up to 'A' level in very strong Creative Design Faculty.
3. Temporary full-time, initially for Autumn Term (Maternity leave) English up to 'A' level; in years 1-3 English is part of Integrated Humanities Course. Ability to offer RE an advantage but not essential. Applications by 12th July.
Please phone the school for application forms, which should be returned by next post.

1. SCIENCE
2. FRENCH (Part-time)
3. CRAFT, DESIGN & TECHNOLOGY

Grange County Comprehensive
Regent Street, Ellesmere Port, South Wirral L65 8EJ
1. Required for September 1983, to join a strong Science Department in this mixed, established comprehensive of 1,040 pupils. The successful candidate will teach Combined Science in Years one and two and Physics in the Upper School. Possibility of Sixth form work for suitable qualified candidate.
2. Required for 1st September 1983 – 20 periods per week.
3. To teach age range 11–16. Excellent facilities available.
Apply to the Headmaster as soon as possible by letter.

SPECIAL NEEDS

Neston County Comprehensive
Raby Park Road, Neston, South Wirral. Tel: 051-336 3902
Established, 1,400 pupils, including Sixth form of 170+
Required for September or as soon as possible thereafter to teach basic skills, especially in English and Humanities, to slow learning pupils. Some subsidiary work in Geography will be required.
Closing date Friday 22nd July, 1983.

1. HISTORY
2. BUSINESS STUDIES

Poynton County High
Yew Tree Lane, Poynton. Tel: Poynton 871811
Required for September 1983, both temporary, part-time for the Autumn Term.
Application forms should be returned by 15th July, 1983.

SECONDARY R.E. continued

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
THORNTON UPPER SCHOOL
Required for September 1983, for one term only, a teacher of Religious Education at this 13 - 18 co-educational school of 780 pupils (128 in Sixth Form). A Scale 2 post is available for a suitably qualified and experienced candidate. Applicants are requested to state what other subject(s) they would be able to teach in the lower school. Willingness and ability to assist with out of school activities will be an added recommendation.
Application forms may be obtained (s.a.e. please) from the Headmaster, Thornton Upper School, Leaventhorpe Lane, Thornton, Bradford BD13 3BH to whom completed forms should be returned by 18th July 1983.
Reference ET 68983/TES.
Bradford is an equal opportunities employer and welcome applications from candidates of any race, sex age or disability unless otherwise stated. (14995) 134420

Scale 1 Posts

BEXLEY

LONDON BOROUGH
BLACKFEN SCHOOL FOR GIRLS
Blackfen Road, Sidcup, Kent DA15 9NU
Tel: 01-303 1887
Required for September 1983, graduate teacher of Religious Studies (Scale 1). The subject is taught by 2 specialist teachers in mixed ability groups in years 1 - 3 and option courses lead to CSE, 'O' and 'A' level. The Department contributes to the compulsory General Studies course in years 4 and 5. The emphasis throughout is on the study of world religions. Ability to teach lower school English an advantage.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application by letter (no forms) with curriculum vitae and 2 referees to the Headmistress within 7 days of this advertisement. Telephone enquiries welcomed. (14363) 134422

HERTFORDSHIRE

FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Required September, for one term in the first instance, an enthusiastic teacher of R.E. and World Affairs to teach throughout the school.
Apply by telephone to Acting Headmaster giving curriculum vitae and names and addresses of two referees. (Tel: Garston 72964). (14345) 134422

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
KENTON COMPREHENSIVE SCHOOL
TEMPORARY TEACHER OF RELIGIOUS EDUCATION
(SCALE 1 POST)
Required from September 1983 initially for 1 year a suitably qualified and experienced teacher of Religious Education for appointment to a Scale 1 post.
Application forms and further details are obtainable from and returnable to the Head Teacher, Kenton School, Drayton Road, Newcastle upon Tyne NE3 3RU (Tel: 869001) within 10 days of this advertisement. (14465) 134422

WEST SUSSEX

FELPHAM COMPREHENSIVE SCHOOL
Felpham Way, Felpham, Bognor Regis PO22 8EL
(Group 11 Mixed Comprehensive 11 - 18)
Required September 1983, for one term, temporary scale 1 teacher for R.E.
Letters of application giving full details of experience and qualifications and names and addresses of two referees to Headmaster at the school. Form and further details will be sent on receipt of S.A.E. (14455) 134422

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE

Required for September 1983

THE PARKFIELD SCHOOL

Teacher of Religious Studies, Scale 1. Graduate preferred.

This is an 11 - 18 mixed comprehensive offering a wide range of studies leading to CSE, O level and A level courses.

Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (15515) 134422

Rural Science

Scale 1 Posts

LEICESTERSHIRE

KING RICHARD III SCHOOL
Ellesmere Road, Leicester

11 - 16 Comprehensive

ROLL 650

RURAL SCIENCE SCALE 1

Required August, a teacher of Rural Science to contribute to General Science teaching for 11 - 14 year olds and to teach Rural Science to G.C.E. 'O' level or C.S.E. standard. Candidates should be prepared to develop TVEI courses in relation to agriculture and horticulture, perhaps using City and Guilds syllabus.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (13231) 134622

Science

Heads of Department

BEXLEY

LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW
Tel: 01-310 0111
Roll 1050, Group 10, Mixed.
Required for January 1984, Head of Science Faculty, Scale 4. Enthusiastic well qualified and experienced graduate to lead a team of 8 science teachers. Faculty has Chemistry and Physics Departments. Ten laboratories, laboratory assistants. CSE, GCE 'O' and 'A' level examinations.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered. Possibility of GLC housing.
Application forms and further details obtainable from the Headmaster. (Please enclose foolscap s.a.e.). (14570) 134818

ESSEX

KING HAROLD SCHOOL
(Roll 1200)
Broomstick Hall Road, Waltham Abbey EN9 1LF
Tel: Lea Valley 714800 & 714818
DIRECTOR OF SCIENCE & TECHNOLOGY, SCALE 4
(London Fringe Allowance)
Required for September 1983, a well qualified teacher to lead an established team of scientists and develop new approaches to science teaching, particularly in the upper school.
Letters of application and curriculum vitae to the Headteacher (foolscap s.a.e. please). (15025) 134818

COVENTRY CITY COUNCIL

BLUE COAT CE MIXED COMPREHENSIVE SCHOOL
Terry Road, CV1 2BA. Tel: 0203-23542
(1,000 on roll)

Required September 1983

Assistant Teacher for Science

Scale 1, full or part-time, for Years 1–3, with some Physics in Upper School.
Apply immediately by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher at the school. Enclose SAE if acknowledgement required.
Canvassing disqualifies.

an equal opportunity employer

HERTFORDSHIRE

THE BISHOP'S STORTFORD HIGH SCHOOL
London Road, Bishop's Stortford, Herts. CM23 3LU
Tel: 0279 54827
All ability 11 - 19, 700 boys.
HEAD OF SCIENCE Scale 4
Required for January 1984, either a Physicist or a Chemist to lead a successful department and to teach to Scholarship level. Candidates will be expected to have had considerable 'A' level experience and have a genuine sympathy for the whole ability range.
An exciting opportunity exists, by reason of promotions, to organise Science throughout the School and to build on the good foundations of the departing incumbents. There is a tradition of extra curricular activity in the school.
Full details available from the Headmaster (tel. or sae). Please apply by letter including a curriculum vitae and the names of two referees within eleven days of the appearance of this advertisement. (14842) 134818

Scale 2 Posts and above

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM FITT HIGH SCHOOL
Cazenove Road, London E17
Head: Mr. G. Rowe
REQUIRED FOR SEPTEMBER, TEMPORARY CHEMISTRY TEACHER (ONE YEAR) SCALE 2 plus London Weighting required in this Comprehensive School for pupils aged 11 - 14 years (390 on roll).
Apply by letter and c.v. (send details of 2 referees and s.a.e.) to the Headteacher, Ref. No. P98/310. (13525) 134820

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA
PUTTERIDGE HIGH SCHOOL
Putteridge Road, Luton, Beds.
Acting Headmaster: C. Briggs
required for September 1983, a Science teacher, Scale 1. A combined science course is followed in the lower part of the school. The ability to teach Physics to C.S.E. and 'O' level is desirable, and some Chemistry may be available. Temporary appointment for one year.
Application forms and further details are obtainable from the Headmaster at the school (s.a.e. please). (14346) 134822

BEDFORDSHIRE

SOUTHERN AREA
LEA MANOR HIGH SCHOOL & COMMUNITY COLLEGE
Northwell Drive, Luton, Beds.
0582 595121
Headmaster: A. Brown, M.Ed.
Required for September 1983, a teacher of Science Scale 1. Applicants should be able to offer Chemistry to examination level (G.C.E. 'O' and C.S.E.) and be prepared to teach one other area, which may be Biology Physics or General Science. Closing date 18.7.83.
Application forms and further details are obtainable from the Headmaster at the school (s.a.e. please). Please apply immediately. Informal telephone enquiries would be welcome. (14347) 134822

BERKSHIRE

LANGLEYWOOD COUNTY SECONDARY SCHOOL
Langley Road, Slough.
N.O.R. 720. (12 - 16 Secondary modern)
Required September 1983
TEACHER OF PHYSICS AND ELECTRONICS (Scale 1)
Interested in Computer-assisted learning an advantage. London Fringe Allowance.
Letters of application to the Headmaster, with names of two referees (SAE).
Berkshire County Council is an equal opportunity employer. (14541) 134822

BERKSHIRE

CHARTERS SCHOOL
Charters Road, Sunningdale, Ascot SL5 9QY.
N.O.R. 1300
Required for September 1983 TEACHER OF PHYSICS (Scale 1). Possibility of a scale 2 post or suitable candidates.
Closing date June 27th
Berkshire County Council is an equal opportunity employer. (14544) 134822

BERKSHIRE

UPTON COUNTY GRAMMAR SCHOOL
Lascelles Road, Slough.
N.O.R. 800 (216 6th form)
Required September 1983 or a.s.a.p., graduate TEACHER OF PHYSICS (Scale 1) for 'O' level and 'A' levels. There is also a strong interest in electronics and computing. The school is selective, with a large 6th form.
Letters of application with names and addresses of 2 referees to the Headmaster (SAE).
Berkshire County Council is an equal opportunity employer. (14545) 134822

BEXLEY

LONDON BOROUGH
CRAYFORD SCHOOL
Iron Mill Lane, Crayford, Kent DA1 4RS
Tel: Crayford 526191.
Required for September 1983, Scale 1 teacher of GENERAL SCIENCE and MATHEMATICS, initially in the lower part of the School. The post involves the teaching of both Integrated Science and SMP Mathematics. Opportunity exists in each curriulum area for some computer-based work and it is hoped to establish links with CDT. An enthusiastic applicant ready to grasp the opportunity for curriculum development within this post is sought.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms available from the Acting Headmistress - please enclose foolscap s.a.e. (13256) 134822

BEXLEY

LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 43171
Roll 1350 (140 Sixth Form)
Scale 1 teacher of Chemistry required for September 1983, or January 1984.
A well qualified teacher of Chemistry for the above post. The Science Faculty consists of 12 staff, 5 part-time laboratory technicians and 7 laboratories catering for the whole ability range of pupils up to CSE and 'O' level in Biology, Human Biology, Chemistry, Physics and General Science. 'A' level courses are offered in Biology, Chemistry and Physics. It is hoped that applicants, in addition to being able to teach Chemistry, will be able to offer one other science subject.
Further details concerning the post are available from the Head of the School to whom completed application forms should be returned within 2 weeks of the appearance of this advertisement. Please enclose a s.a.e. (foolscap).
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (14362) 134822

BEXLEY

LONDON BOROUGH
BLACKFEN SCHOOL FOR GIRLS
Blackfen Road, Sidcup, Kent DA15 9NU.
Tel: 01-303 1887. Roll 836.
Required for September 1983, a Scale 1 graduate teacher of Biology and General Science. Ability to offer Computer Studies or Mathematics a distinct advantage.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications (no forms initially) by detailed letter, with c.v. and 2 referees, s.a.s.p., to the Headmistress. Telephone enquiries welcomed. (13255) 134822

BEXLEY

LONDON BOROUGH
CHISLEHURST & SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup, Kent DA15 9AG.
Tel: 01-302 6511.
Required for September 1983 or January 1984, a well qualified graduate capable of teaching Biology up to Scholarship level in well equipped department with a fine academic record.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms and further details are available from the Headmaster (please enclose a foolscap s.a.e.) Telephone enquiries welcomed. (13252) 134822

BEXLEY

LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW
Tel: 01 310 0111
Group 10.
Mixed roll 1050
Required for September, a suitably qualified teacher to join enthusiastic, well established, large and well equipped science and mathematics faculties. Mainly Science teaching with some subject specialism. Strong Pastoral System. Excellent opportunity for experienced teacher or College leaver.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms and further details from Headmaster - please enclose foolscap s.a.e. (14530) 134822

BRENT

LONDON BOROUGH OF BRENT
BRONDESBURY AND KILBURN HIGH (MIXED) SCHOOL
Salusbury Road, NW6 6RE
(Roll: 795, 11 - 18, Social Priority School)
Required as soon as possible - TEACHER OF SCIENCE (Scale 1). Ability to teach Science throughout the school with a qualification in physical science essential. Insight is taught to mixed ability groups in the first two years. This is a temporary post in the first instance.
London Allowance of £939 per annum is payable. Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (14503) 134822

BROMLEY

LONDON BOROUGH OF BROMLEY
LANGLEY PARK SCHOOL FOR GIRLS
Hawksbrook Lane, South Eden Park Road, Beckenham, Kent BR3 3BE
Tel: 01-650 7207
11 - 18, all ability; 1130 on roll, 180 in joint mixed Sixth Form
TEACHER FOR BIOLOGY required September 1983. Temporary appointment to replace teacher on maternity leave, to teach Biology to 'O' level and Integrated Science in years 1 and 2. An interest in Health Education would be welcome.
Application forms may be obtained from the Headmistress at the school (s.a.e. please). Closing date: 18th July 1983. (14506) 134822

BUCKINGHAMSHIRE

COUNTY COUNCIL
GRANGE COUNTY SECONDARY
Wendover Way, Aylesbury, Bucks.
Head Teacher: R.H. Jones, B.A.
Number on roll: 1150
Post: Designation: Teacher of Science.
Scale 1
Required September 1983. A SCIENTIST to teach mainly SCIENCE to C.S.E. and 'O' Level and who is willing to look at the wider aspects of science. The school has a large and lively Science Department and biology, chemistry, geology and physics are taught to 'A', 'O', and C.S.E. Levels.
Assistance with removal expenses is given in approved cases. (14953) 134822

BUCKINGHAMSHIRE

Milton Keynes Area
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
(mixed comprehensive - approximately 1480 on roll)
Required for September 1983, a temporary teacher of Science, mainly to younger pupils. This will be approximately a half time appointment by arrangement with the headteacher. Scale 1. Candidates should indicate their field of specialisation.
Ousedale School is situated on an attractive site just outside the new city of Milton Keynes.
Apply by letter to the Head, M. Cole BA, giving full curriculum vitae and the names and addresses of two referees. For further details please enclose a stamped addressed envelope. (14330) 134822

CROYDON

LONDON BOROUGH OF CROYDON

ASHBURTON
Shirley Road, Croydon CR9 7AL

Tel: 01-656 0222/5

Tenable: 1 September 1983

Required in this 11 - 16 mixed comprehensive, a Physics teacher with enthusiasm and resourcefulness, to join the natural Sciences Department. The successful candidate will be expected to share in the teaching of Physics throughout the school. An interest in electronics would be an advantage.

Applications to the Head Teacher as soon as possible (SAE please).

SALARY - Burnham Scale 1. With London Area Allowance. (13514) 134822

DERBYSHIRE

EDUCATION COMMITTEE

THE WILLIAM ALLITT SCHOOL
Sunnyside, Newhall, Burton-on-Trent DE11 0TL

Tel: Burton 216404

SCIENCE (SCALE 1)

Required in September in this comprehensive school of 850 students (11 - 16), a teacher of Science, able to teach some Chemistry and Physics to C.S.E. level.

Please apply to the headmaster giving details of qualifications and experience, if any, and naming two referees. Newly qualified teachers should name the college reference only.

Derbyshire County Council is an equal opportunity employer. (14845) 134822

DERBYSHIRE

LOCAL EDUCATION AUTHORITY
Mortimer Wilson School
Alfreton.
1650 mixed 11–18.
Secondary Science Scale 1.
Required for September 1983 teacher of physics scale 1 (interests in electronics useful) letter of application to the Headmaster at the school.

DERBYSHIRE

HENRY FANSHAWE SCHOOL
Dronfield, Sheffield S18 6XD

A Senior Comprehensive (14 to 18)

Number on roll 1200

(Mixed) including 300 in the Sixth Form

For September a Teacher of CHEMISTRY to 'A' Level. Scale 1.

Apply by letter with curriculum vitae and details of two referees to the Head Master.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (14826) 134822

DEVON

Please see displayed advertisement on page 46 (14835) 134822

ESSEX

MOULSHAM HIGH SCHOOL
(Roll 1680)
Brian Close, Chelmsford
Tel: 0245 60101
TEACHER OF PHYSICS.
Scale 1
Required September, Physicist, graduate preferred, to teach throughout the school with some Lower Science.

TEACHER OF BIOLOGY
SCale 1
Required September, graduate Biologist to teach throughout the School, up to and including 'A' level.
For both posts, letters of application, with curriculum vitae and names of two referees, to Headteacher (foolscap s.a.e., please). (15033) 134822

HARROW

EDUCATION COMMITTEE
ROOKS HEATH HIGH SCHOOL
Eastcote Lane, South Harrow, Middlesex.
Tel No: 01-422 4675.
SCALE ONE
Required for September, 1983 a qualified teacher of CHEMISTRY to G.C.E. 'O' level with some general science to younger classes. The school has six well-equipped laboratories including a recently remodelled chemistry lab.
Application forms from and to be returned to The Headteacher by Monday 18th July, 1983.
Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (15501) 134822

HEREFORD AND WORCESTER

COUNTY COUNCIL

KING CHARLES I SCHOOL
Hill Grove House, Comberton Road, Kidderminster DY10 1XA

A Biology Teacher is required for 1st September 1983. The appointment is to replace a colleague on maternity leave and is temporary and at Scale 1.

The School is a mixed comprehensive for pupils aged 13 to 18 with a Sixth Form of about 200. Biology is taught to A level and includes Rural Science facilities. The facilities are modern and well-equipped.

Please apply by letter to the Headmaster giving details of education, qualifications and experience to date together with the names and addresses of two referees. Applications will be acknowledged with further information. (14296) 134822

HEREFORD

COUNTY OF HEREFORD & WORCESTER
WORCESTER GRAMMAR SCHOOL FOR GIRLS
(N.O.R. 800)
Spetchley Road, Worcester WR5 2LU
A well qualified Chemistry teacher (scale 1) is required to teach second, third, and fourth forms. This temporary vacancy is the result of a colleague being seconded. Nuffield Chemistry is used as the basis of the lower school teaching and the course is examined by the 16+ Chemistry would be an advantage. Chemistry is very strong in the school and is a popular option. The teaching is based largely on experimental work. The school is scheduled to become a sixth form college in 1984 and there will not be a first year intake in September, 1983. The girls attending the school at present will continue their education in these premises. Applications to Headmistress by letter or on county application form to reach the school within a fortnight of the advertisement. Application forms and further details from the Headmaster upon receipt of a foolscap s.a.e. (14540) 134822

HERTFORDSHIRE

ADEYFIELD SCHOOL
Longlands, Hemel Hempstead
All-ability, co-educational, 850 pupils, 11 - 16
Required for September 1983, a Science teacher Scale 1 to join a lively department in teaching throughout age and ability range.
Some 'A' Physics available for suitable candidates and teaching year 1 - 3 integrated Science, Physics 'O' and C.S.E. An interest in individualised work and mixed ability group an advantage. New suite of eight laboratories due to be opened at Christmas. Fringe allowance £246 p.a.
Applications by letter giving curriculum vitae and two referees to the Headmaster as soon as possible. (14341) 134822

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WESTERN COMPREHENSIVE SCHOOL
Cambridge Road, Grimsby
Required, for September, 1983, TEMPORARY FULL-TIME OR PART-TIME TEACHER OF MATHEMATICS AND/OR SCIENCE (MAINLY BIOLOGY). Examination classes available for a suitable teacher.
Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within ten days of the appearance of this advertisement. (14846) 134822

HUMBERSIDE

EDUCATION COMMITTEE
Scunthorpe Division
BRUMBY COMPREHENSIVE SCHOOL
Cemetery Road, Scunthorpe
Head Teacher: N. A. Sears
No. on Roll: 960
Scale 1 Teacher of GIRLS' P.E. required from 1st September, 1983 at this 11 - 16 co-educational Comprehensive School. In the first year the successful applicant will have a considerable amount of teaching to do in the Science Department as a biologist.
Application forms and further particulars obtainable from the head Teacher at the school to whom completed forms should be returned no later than 18th July, 1983 (f.s.a.e. please). (14413) 134822

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY PARKWAY COMPREHENSIVE SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 6DE

(550 boys and girls, 11 - 18 years, SPA payable)

For September 1983: SCALE 1 SCIENCE/MICRO ELECTRONICS/COMPUTER EDUCATION teacher required.

For application form send s.a.e. to the Acting Headteacher to whom completed forms should be returned within the next fourteen days.

KNOWSLEY BROOKFIELD COMPREHENSIVE SCHOOL
Bracknell Avenue, Southdene, Kirkby, Merseyside L32 9PP

(1,000 boys and girls, 11 - 18 years, SPA payable)

For September 1983: SCALE 1 teacher required for SCIENCE.

Applicants should apply by letter to the Headteacher at the above address giving details of age, qualifications and experience, together with the names of two referees, within the next fourteen days. (14269) 134822

SECONDARY SCIENCE
continued

LEICESTERSHIRE

THE BEAUCHAMP COLLEGE Ridge Way, Oadby, Leicester

In the Leicestershire plan for the re-organisation of secondary education

14 - 18 Upper

ROLL 1200 (400 in 6th form)

PHYSICS SCALE I

Required August, teacher of Physics. Work in C.S.E. 'O' and 'A' level.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (15227) 134822

LEICESTERSHIRE

KING RICHARD III SCHOOL Ellesmere Road, Leicester

11 - 16 Comprehensive

ROLL 650

CHEMISTRY AND GENERAL SCIENCE SCALE 1

Required August for one year to cover secondment.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (15232) 134822

LONDON

RAINE'S FOUNDATION SCHOOL (V.A. C of E) Arbour Square, London E1 Tel: 790 1066 Required for September 1983, teacher to join the Science Department of this voluntary aided school (Scale 1 post plus Inner London Allowance). Candidates should offer some Physics (to CSE), together with at least one of the following: General Science (Lower School), Biology, Mathematics, Games. Interest in teaching some computer studies at a later date an advantage.

Please apply by letter direct to the Headmaster, enclosing curriculum vitae and details of two referees. (Readvertisement, closing date July 15th). (15026) 134822

ROTHERHAM METROPOLITAN COUNCIL

WALES COMPREHENSIVE SCHOOL

1 - 18 Mixed. Approx. 1650 on roll. Approx. 120 in 6th form.

Required for September [illegible]

A Chemist willing to participate in the teaching of Combined Sciences in the Lower School required. An interest in extra-curricular activities is essential. Facilities are excellent.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Storth Lane, Kiveton Park, Sheffield S31 8QS (Tel: Worksop 771291).

W.B. Mussett, Director of Personnel Resources. (14497) 134822

ROTHERHAM METROPOLITAN COUNCIL

DINNINGTON COMPREHENSIVE SCHOOL

11 - 18 Mixed. Approx. 1897 on roll. Approx. 211 in 6th form.

Required for September, 1983.

ASSISTANT TEACHER - SCALE 1.

Graduate teacher for Biology to 'A' level in a well-equipped and active Department.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Doe Quarry Lane, Dinnington, Sheffield S31 7NH (Tel: Workshop 562680).

W.B. Mussett, Director of Personnel Resources. (14491) 134822

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT ECCLES C.E. HIGH SCHOOL Northfleet Road, Peel Green, Eccles, Manchester M30 7PQ (11 - 16 Mixed Comprehensive - 600 on roll) Required for September or as soon as possible thereafter. TEACHER FOR CHEMISTRY, SCALE 1/2

A well qualified and enthusiastic teacher is sought to teach Chemistry and General Science throughout the school up to and including G.C.E. 'O' level.

Excellent facilities in small school set in pleasant surroundings.

Application forms and further particulars are available from the Headmaster on receipt of a stamped addressed envelope. Completed application forms should be returned to the school as soon as possible. (15007) 134822

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT WALKDEN HIGH SCHOOL Birch Road, Walkden M28 5FJ (11 - 16 mixed comprehensive - 965 on roll) Required for September, 1983, a teacher of Physics and/or Chemistry with some General Science (Scale 1) in this 11 - 16 Comprehensive School serving a good residential area.

Application forms and further particulars obtained by sending a foolscap s.a.e. to the Headmaster, Walkden High School, Birch Road, Worsley M28 5FJ, to whom completed applications should be returned within 7 days of the appearance of this advertisement. (15013) 134822

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT IRLAM HIGH SCHOOL Mardonald Road, Irlam. Tel. No. 061-775 5525 (11 - 16 years Mixed Comprehensive - 1450 on roll) For September 1983 or as soon as possible thereafter. LOWER SCHOOL SCIENCE SCALE 1.

To teach combined science mainly in the 1st and 2nd years but with a little specialisation with more senior groups. Please state specialist science subject.

Nine modern laboratories with three preparation rooms.

This is a purpose built comprehensive school with modern facilities.

Application forms and further particulars can be obtained from and should be returned to the Headmaster at the school. Please enclose s.a.e. (13571) 134822

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

DARTMOUTH HIGH SCHOOL (11 - 18 Comprehensive)

PHYSICS SCALE 1

Excellent facilities for this subject. Opportunity to teach to 'A' level.

Letters of application stating full curriculum vitae and names and addresses of two referees to Head Teacher, Wilderness Lane, Great Barr, Birmingham. Closing date: 15th July 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (14849) 134822

SEFTON

METROPOLITAN BOROUGH OF SEFTON EDUCATION COMMITTEE STANLEY HIGH SCHOOL Fleetwood Road, Southport, Merseyside PR8 2QZ (11 - 16 mixed comp) *TEACHER OF PHYSICS* (Scale 1) required for September 1983 to teach to C.S.E. and 'O' levels.

Apply by letter to the Headteacher, enclosing curriculum, vitae, names and addresses and telephone numbers [illegible] (14424) 134822

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT NEWFIELD SCHOOL Lees Hall Road, Sheffield S8 9JP Required for September 1983, a teacher of Physical Science with some Chemistry, Scale 1. Knowledge of, or skill in dealing with less academically able pupils would be an asset.

Applications by letter as soon as possible to the Head Teacher, giving full curriculum vitae and the names and addresses of two referees. (14280) 134822

SHROPSHIRE

EDUCATION COMMITTEE BLESSED ROBERT JOHNSON CATHOLIC COLLEGE Whitchurch Road, Wellington, Telford, Shropshire TF1 3DY (750 M) Headmaster: Mr. B. Price, M.A., J.P. Teacher of Physics (Scale 1) required for September, 1983 for 1 year. Courses established to C.S.E., 'O' and 'A' Levels.

Application by letter to the Headmaster with names and addresses of two professional referees. (14811) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE THE PAULET SCHOOL Stanton Road, Stapenhill, Burton Upon Trent DE15 9RR Required for September, 1983 temporary teacher of PHYSICS to C.S.E. and 'O' level with 'A' level MATHEMATICS.

Further information from the Headteacher at the school.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (13856) 134822

SURREY

EDUCATION COMMITTEE ABBOTSFORD SCHOOL Ashford (12 - 16) TEMPORARY SCIENCE Scale 1 teacher required Autumn Term 1983. Ability to teach PHYSICAL SCIENCES.

Contact Head Tel: Ashford 43864.

ST. BEDES (C. OF E/R.C.) SCHOOL Carlton Road, Redhill (13 - 18 mixed ecumenical comp. NOR. 1120, inc. 160 sixth form) PHYSICS Scale 1 teacher required September 1983. Teach subject throughout. Interest in Electronics and/or Computer Application an advantage. Contact Head (SAE please).

ST. TERESA'S R.C. (AIDED) SECONDARY Sunbury on Thames (Girls only 11 - 15 NOR. 476, mixed 16 - 18 NOR. 140) BIOLOGY Scale 1 teacher required September 1983. Teach subject up to A level. Apply to Head Tel: Sunbury 85811. (15669) 134822

STOCKPORT

BRINNINGTON COMMUNITY HIGH SCHOOL Lapwing Lane, Brinnington, Stockport SK5 8LF TEACHER IN CHARGE OF COMPUTER STUDIES AND PHYSICS Scale 1 + S.P.A. (Ref. 2209)

A teacher is required who can also offer Mathematics to C.S.E. and who is committed to the concepts of a Community School.

The ability to offer Games/Extra Curricular Activities would be an advantage.

Applications (no forms) to the Headteacher, from whom further details are available upon receipt of an S.A.E. (quoting reference) by 13th July 1983. (14539) 134822

WALTHAM FOREST

CORPUS CHRISTI HIGH SCHOOL Goodall Road, London E17 Head: Mr. F. White REQUIRED FOR SEPTEMBER. SCIENCE TEACHER SCALE 1 plus London Weighting required in this Catholic Comprehensive School for pupils aged 11 - 14 years (550 on roll) to teach Integrated Science. An interest in Physics/Chemistry would be an advantage.

Application form available from the Headteacher (send s.a.e.).

Ref. No. P73/3/3. Closing date 22nd July. (14557) 134822

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER LEYTON SENIOR HIGH SCHOOL FOR GIRLS Colworth Road, London E11 Head: Mr. G. Benham (Acting) TWO TEMPORARY TEACHERS SCALE 1 plus London and Social Priority Allowance required in this Comprehensive School for pupils aged 14 - 19 years (750 on roll).

Two Maternity Leave cover posts are available:- 1. Biology from 31st October, 1983) Ref. No. P83/308. 2. Mathematics (from 6th September 1983) Ref. No.: P83/309.

Application form available from the Headteacher on receipt of s.a.e. Closing date 22nd July. (13520) 134822

WILTSHIRE

BRADON FOREST SCHOOL Reid's Piece, Purton, Swindon SN5 9SG

Headmaster: I.R. Perkins

(11 - 16 years: Estimated N.O.R. 756)

REQUIRED SEPTEMBER 1983 TEACHER, Scale 1, for SCIENCE.

Applications are especially welcomed from teachers with a physical science background. [illegible]

Social Studies

Scale 1 Posts

HERTFORDSHIRE

COLLENSWOOD SCHOOL, Collenswood Road, Stevenage, Herts. SG2 9HQ (Co-education, 8-form entry, Group 10 School) Required for September 1983 for one term, Teacher of Social Studies (Scale 1).

The person appointed will be expected to teach 'O' level Sociology, C.S.E. and Lower School Social Studies. In addition the person will be expected to contribute to the Careers and Personal Guidance course in the 4th and 5th years.

Applications by letter, including Curriculum Vitae and names and addresses and status of two referees to the Headmaster. (14333) 135022

ROTHERHAM METROPOLITAN COUNCIL

WALES COMPREHENSIVE SCHOOL

11-18 Mixed. Approx 1650 on roll. Approx 120 in 6th form. Required for September, 1983.

ASSISTANT TEACHER - SCALE 1

To work across the Departments of Religious and Personal and Community Studies. Further particulars available from the Head (telephone Worksop 771291).

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Storth Lane, Kiveton Park, Sheffield S31 8QS. W. B. Mussett, Director of Personnel Resources. 135022

SUFFOLK

LEISTON HIGH SCHOOL Seaward Avenue, Leiston IP16 4BG 13 - 18: 750 pupils Required for September 1983 for the academic year 1983/84 only Teacher of Sociology and History or Economics. Scale 1, with ability to offer Sociology to 'A' level. Appointment to cover staff on secondment.

Application forms and further details available from the Headteacher at the school (s.a.e. please), to whom they should be returned. (13886) 135022

WALTHAM FOREST

CARDINAL WISEMAN R.C. SENIOR HIGH SCHOOL Shernhall Street, London E17 Head: Mr. A. Jones REQUIRED FOR SEPTEMBER. TEMPORARY TEACHER OF SOCIAL STUDIES SCALE 1 plus London Weighting required in this mixed Comprehensive School for pupils aged 14 - 19 years (460 on roll) for one year only to teach Social Studies (to C.S.E.) and Sociology (to 'O' and 'A' Level). You would also need to take a small amount of Geography to 'O' Level. A Catholic teacher is preferred.

Application form available from the Headteacher on receipt of s.a.e. Closing date 20th July. Ref. No. P72/307. (13527) 135022

Speech and Drama

Scale 1 Posts

HARROW

EDUCATION COMMITTEE GAYTON HIGH SCHOOL Gayton Road, Harrow, Middlesex Tel No: 01-427 3266 Applications are invited for the post of assistant teacher of drama Scale 1 in this 12 - 16 years Boys' School. The post is temporary for the Autumn Term only.

The successful candidate will be expected to take responsibility for the teaching of drama throughout the school and to offer some English teaching in the lower school. There is a well-equipped drama studio and examination courses leading to CSE mode 3 are pursued in the 15 to 16 years.

Application forms from and to be returned to The Headteacher by Monday 18th July, 1983.

Please enclose stamped addressed envelope.

Harrow is an equal opportunity employer. (13300) 135222

ROTHERHAM METROPOLITAN COUNCIL

MALTBY COMPREHENSIVE SCHOOL

11 - 18 Mixed. Approx. 1670 on roll. Approx. 139 in 6th form.

Required for September, 1983.

ASSISTANT TEACHER - SCALE 1.

Required for Drama to be responsible for the subject in the Performing Arts Section of the English Department. Extra curricular involvement essential. Both Drama and Dance are taught to C.S.E. and 'O' level.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons or reference to the Head Teacher of the School [illegible]

W.B. Mussett, Director of Personnel Resources. (14492) 135222

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT KERSAL HIGH SCHOOL Moorsfield Road, Salford M7 0QN (11 - 16 Mixed Comprehensive - 600 on roll) Required for September 1983 or as soon as possible thereafter.

A Scale 2 teacher is required to take charge of DRAMA within the English Department. This thriving subject is taught to C.S.E. level. Please state date available for appointment.

Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (15006) 135222

SOLIHULL

EDUCATION COMMITTEE SIMON DIGBY SCHOOL Partridge Close, Chelmsley Wood, Birmingham B37 6UG Tel: 021 770 5651 TEACHER OF DRAMA Scale 1

Required for September 1983 in this 11 - 16 all ability School, for one year only in the first instance.

Apply by letter to the Headteacher enclosing C.V. and s.a.e. (14563) 135222

Technical Studies

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF BRENT BRONDESBURY AND KILBURN HIGH (MIXED) SCHOOL Salusbury Road, NW6 6RE (Roll: 795, 11 - 18, Social Priority School) Required from September or as soon as possible thereafter 2 TEACHER OF TECHNOLOGY (Scale 2). Ability to offer Woodwork and Graphic Communications to examination level essential.

London Allowance of £939 per annum is payable. Brent is an equal opportunity employer.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (sae) obtainable from the Head Teacher returnable within ten days. (14503) 135420

BRENT

LONDON BOROUGH OF BRENT WEMBLEY HIGH (MIXED) SCHOOL East Lane, Wembley HA0 3NT (Roll: 898, 11 - 18) Required from September TEACHER of TECHNICAL STUDIES (Scale 2), Craft, Design Technology and Graphic Communication are taught throughout the school to all levels including 'A' level. The workshops are very well equipped. Applications are invited from broadly qualified candidates who are able to offer Craft, Design Technology, Metal and Plastics to all levels in the school.

London Allowance of £939 per annum is payable.

Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural Education.

Application forms (sae) obtainable from the Head Teacher returnable within ten days. (15510) 135420

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT MEDWAY DIVISION CHATHAM HIGHFIELD SECONDARY SCHOOL Balfour Road, Chatham, Kent Scale 2 teacher required for January 1984 to teach METALWORK to all year groups up to 'O' level and CSE in fifth year. Additional Technical Drawing an advantage.

Apply in writing, enclosing curriculum vitae and the names and addresses to the Headmaster at the school. (14456) 135420

SUFFOLK

ADVISORY TEACHER - TECHNOLOGY Required 1st January 1984. Burnham Scale 3.

For further details see our advertisement under 'Administration Local Education Authority'. (13537) 135420

Scale 1 Posts

BEXLEY

LONDON BOROUGH Applications are invited from qualified teachers for posts in the Authority to teach Craft, Design and Technology.

The demands of vacancies vary and particular interests in Design courses or in school technology will be an advantage. The ability to work in an interdisciplinary team teaching for technical and vocational qualifications would be welcome.

Requests for application forms (enclosing foolscap s.a.e.) to Chief Education Officer for Schools, Town Hall, Crayford, Kent DA1 4EN. (14361) 135422

BROMLEY

LONDON BOROUGH OF BROMLEY RAVENSBOURNE SCHOOL FOR BOYS Hayes Lane, Bromley, Kent BR2 9EH (5 form entry boys' Comprehensive) Required for September 1983, or as soon as possible thereafter, a qualified teacher to join the school's Craft, Design and Technology Department. The department offers design and practical based courses to boys of all abilities throughout the school. Candidates should have the ability to teach design based engineering/metalwork and technical drawing. An interest and willingness to help in the development of lower school technology would be an advantage.

Forms of application available from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 19th July. 1983. (14512) 135422

BUCKINGHAMSHIRE

Milton Keynes Area OUSEDALE SCHOOL The Grove, Newport Pagnell, Bucks. (mixed comprehensive - approximately 1480 on roll) Required for September 1983, an enthusiastic and lively Craft Design Teacher to join a Department of six teachers. Candidates should state clearly whether their main interest is Metalwork, Woodwork, Craft Design or Technology. Scale 1.

Ousedale School is situated on an attractive site just outside the new city of Milton Keynes.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Apply by letter to the Headteacher, M. Cole B.A., giving full curriculum vitae and the names and addresses of two referees. Further details available on receipt of a foolscap stamped addressed envelope. (14328) 135422

ESSEX

ST. MARTIN'S SCHOOL (Roll 1120) Hanging Hill Lane, Hutton, Brentwood Tel: 0277 227650 TECHNICAL STUDIES TEACHER, Scale 1 Required for September or January, teacher initially of Metalwork but willing to explore the broader concepts of Design and Technology in the near future.

Curriculum vitae and two referees to the Headteacher (foolscap s.a.e. please). (15024) 135422

ilea Inner London Education Authority

Secondary Vacancies

The Authority would be pleased to receive applications from suitably qualified teachers to Scale 1 posts in the following subjects:

Home Economics
Textiles
Office Skills

Posts in the Authority's teaching service carry an Inner London Allowance of £939 p.a. in addition to the Burnham Salary.

The appropriate application form may be obtained from the Education Officer (TS2), Room 67, Main Building, The County Hall, London SE1 7PB. Tel: 01-633 2101/7427. Please state whether you are seeking a first teaching appointment.

ILEA is an equal opportunities employer.

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated:

Closing date for receipt of applications is 15th July, 1983.

Application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

Leeds is an equal opportunity employer.

HIGH/SECONDARY SCHOOLS

SCALE 1 POSTS

N.E.892 BOSTON SPA COMPREHENSIVE SCHOOL (No on roll: 1,983; 11-18 years) Clifford Moor Road, Boston Spa, Wetherby LS23 6RW Telephone: Boston Spa 842915 Head Teacher: Mr P. D. Sutton, BSc, BA.
Required for September, 1983: teacher of FRENCH and GERMAN. The teaching commitment will depend on the successful applicant's main specialism and experience, but there will be an opportunity to teach French to 'A' level and/or German to 'O' level.

N.E.893 ROUNDHAY SCHOOL (No on roll: 1,250; 13-18 years) Gledhow Lane, Leeds LS8 1ND Telephone: [illegible] Head Teacher: Mr D. E. Mackie, BSc, MEd.
Required for September, 1983: graduate teacher of ENGLISH; an interest in the library and reading development advantageous. Further details available from school.

SECONDARY TECHNICAL STUDIES
continued

CLEVELAND

COUNTY OF CLEVELAND SCALE 1/2 CRAFT, DESIGN AND TECHNOLOGY WESTFIELDS SCHOOL Kirkleatham Lane, Redcar, Cleveland TS10 4AS (11 - 16 mixed comprehensive 833 on roll)

(Tel: Middlesbrough 473211) Required for January 1984 or earlier if possible. The post will be permanent to the Authority at Scale 1 but a temporary Scale 2 is available at this school for one year in the first instance. A particular interest in Engineering and/or Technology desirable.

Application forms and further details obtainable from and returnable to the Head Teacher at the school. Applications by letter should include details of education, qualifications and experience, together with the names and addresses of two referees.

Financial assistance with household removal expenses available in approved cases. Closing date:- 18th July, 1983. (14410) 135422

HARINGEY

Progress with Humanity

THE LANGHAM SCHOOL Langham Road, Tottenham N15 3RB Tel: 01-888 1722 Number on roll: 1,300 boys and girls Headmaster: Mr. D.W. Evans TEACHER FOR DESIGN TECHNOLOGY (SCALE 1) WITHIN THE CRAFT, DESIGN & TECHNOLOGY FACULTY

The successful candidate will join a strong and thriving Craft, Design & Technology Department, and will be expected to support this team in its work within the Faculty of Design and Technology.

A Teacher is sought, who will be able to make a teaching input into Design and Technology, and Graphical Communication courses covering the entire age and ability range.

Pupils are prepared for G.C.E. 'O' level, C.S.E. and G.C.E. 'A' level examinations in Design Technology and in Graphical Communication.

An interest and knowledge in other aspects of craft work would be desirable.

The Langham School boasts excellent Craft, Design and Technology facilities. Several new purpose built workshops have recently been opened.

Forms of application and further details are available from the Headmaster at the school. Applications should be returned to him as soon as possible.

London Allowance (£939) payable. Removal Expenses - 100% allowed in approved cases.

Haringey is an equal opportunity employer. (14505) 135422

HAVERING

LONDON BOROUGH OF HAVERING FOREST LODGE SCHOOL Lodge Lane, Romford RM5 2LD Tel: Romford 46412 (Roll 1188 Mixed) Headteacher: Mrs. P.A. Atherton SCALE 1 TECHNICAL STUDIES Required for September 1983 a temporary teacher to join a design and technology department offering a wide range of courses in its own workshop area. Examination work would be available for a suitably qualified candidate.

Letters of application to the Headteacher, from whom further details are available, enclosing curriculum vitae and the names of two referees. (15784) 135422

HERTFORDSHIRE

COLLENSWOOD SCHOOL Collenswood Road, Stevenage, Herts. SG2 9HQ (Co-education, 8-form Entry, Group 10 School) Required for September an enthusiastic teacher of Craft Design and Technology (Scale 1) to join a flourishing department with high standards. The school is participating in the T.V.E.I. programme and the post offers the possibility of working in a Modular Technology workshop with the latest equipment.

Assistance with another subject, particularly German in the Lower School, would be an added recommendation.

Applications by letter, including Curriculum Vitae and names and addresses and status of two referees to the Headmaster. (14334) 135422

ISLE OF WIGHT

SANDOWN HIGH SCHOOL The Fairway, Sandown, Isle of Wight PO36 9JH Age range 13 - 18 years 1258 on roll Required for September, TEACHER of METALWORK (Scale 1) to teach across the whole ability range up to 'O' level and CSE standard.

Apply initially by letter to the Headteacher at the school, from whom further particulars can be obtained, as soon as possible (s.a.e. please). (14425) 135422

KENT

COUNTY COUNCIL *EDUCATION DEPARTMENT* SHEPWAY DIVISION SOUTHLAND'S SCHOOL (founded 1610) New Romney Headmaster: D. H. Bridger, M.Sc., M.I. Biol. Required for September 1983 or as soon as possible thereafter, Scale 1 Teacher of CRAFT DESIGN TECHNOLOGY to teach a variety of subjects within a well integrated department which currently teaches up to 'A' Levels.

Southland's School is a well established 11 - 18 Comprehensive School with about 1500 girls and boys on roll. It serves the town of New Romney as well as most of the Romney Marsh.

Interested candidates are asked to apply by letter as soon as possible to the Headmaster at the school (no forms) giving details of qualifications, experience and interests and the names of two referees.

TONBRIDGE & MALLING DIVISION AYLESFORD SCHOOL (Roll 1036) Teapot Lane, Aylesford, Kent ME20 7JU Required for September 1983 or January 1984 - Teacher of Technical Drawing - Scale 1.

Applications are invited for the above post in the Technical Studies Department.

Some mathematics teaching would be an advantage.

The School is situated in a pleasant residential area and is fully comprehensive in the first two years. At the age of 13+ some pupils transfer to one of the four Maidstone Upper Schools, the remaining majority following courses leading to G.C.E. 'O' Level and C.S.E.

Applications by letter to the Headmaster, stating relevant personal details, training and qualifications, together with the names of two referees. (14458) 135422

LINCOLNSHIRE

ASSISTANT TEACHER

LINCOLN SOUTH PARK HIGH SCHOOL

Burnham Scale 1

NOR 800

An adaptable teacher of Technical Subjects required for September 1983 to work in a department offering a variety of courses in this subject area.

For forms/details send SAE to the school, Cross o' Cliff Hill, Lincoln LN5 8PW. Closing date 24 July 1983. (15021) 135422

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE Education Committee KENTON COMPREHENSIVE SCHOOL TEMPORARY TEACHER OF CRAFT DESIGN AND TECHNOLOGY SCALE 1 POST Required from September 1983 initially for 1 year a suitably qualified teacher of C.D.T. for appointment to a Scale 1 post.

Application forms and further details are obtainable from and returnable to the Head Teacher, Kenton School, Drayton Road, Newcastle upon Tyne NE3 3RU (Tel. 859001) within 10 days of this advertisement. (14464) 135422

NEWHAM

LONDON BOROUGH OF NEWHAM ST. JOHN'S CATHOLIC SCHOOL Green Street, London E13 9AX Head Teacher: E.J.M. Lawn Number on roll: 720 TEACHER OF CRAFT DESIGN AND TECHNOLOGY Scale 1. required September 1983. To specialize in metalwork but working in co-operation within a design department.

London Allowance: £939.

Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 18th July 1983. (14960) 135422

Cornwall

Cornwall Education Committee

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.
Send a SAE for application form and further details to the Headteacher of the School concerned, unless otherwise stated.

COMPREHENSIVE SCHOOLS

FALMOUTH SCHOOL, Trescobeas Road, Falmouth, Cornwall
Group No. 12, No. on roll 1,650, Sixth Form of 250

Deputy Head of Home Economics Department – Scale 2

For January, 1984, an enthusiastic well qualified teacher to join the Home Economics Department. Responsibilities will include assisting with organization and teaching a range of age and abilities to 'O'/CSE level. A particular interest in Cookery would be an advantage. Applications to reach the Headteacher by 5th September, 1983.
Please apply by letter, including curriculum vitae and names and addresses of two referees.

HELSTON SCHOOL, Church Hill, Helston, Cornwall
Group No. 13, No. on Roll 1,650, Sixth Form of 240.

Teacher of English/Remedial – Scale 1

For September, 1983, a teacher able to teach English Language across the whole age and ability range. The Remedial teaching involved will also be centred on language and communication studies, although there is scope for individual development in this area.

Teacher of English/Remedial (Temporary) – Scale 1

For September, 1983, for one year a teacher able to teach English Language across the whole age (11–16) and ability range. The Remedial teaching involved will also be centred on language and communication studies.

NEWHAM

LONDON BOROUGH OF NEWHAM BRAMPTON MANOR SCHOOL Roman Road, London E6 3SQ Head Teacher: Mr. D. Williams Number on Roll: 1450 Teacher of Engineering Scale 1 Required: SEPTEMBER 1983. Qualified teacher to be in charge of engineering in the design and technology department of five. The strength of the department is such that candidates without previous experience could also apply.

LONDON ALLOWANCE: £939.

Application forms (s.a.e. please) available from The Head Teacher, to whom completed forms should be returned by as soon as possible.

DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BH. (14980) 135422

SALFORD

CITY OF SALFORD Education Department IRWELL VALLEY HIGH SCHOOL Blandford Road, Salford M6 6BD Tel: 061-736 4631 (11 - 16 Mixed Comprehensive - 530 on roll) Required for September, 1983, or as soon as possible thereafter, a teacher for CRAFT, DESIGN and TECHNOLOGY, including TECHNICAL DRAWING, Scale 1 + S.P.A. Emphasis on the design approach to METALWORK an advantage.

The school is currently developing C.D.T. courses in the Lower School but the successful applicant will be expected to complete G.C.E. 'O' level and C.S.E. Courses operating in Years Four and Five.

Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (13582) 135422

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT ELLESMERE PARK HIGH SCHOOL Wentworth Road, Eccles, Manchester (11 - 16 Mixed Comprehensive - 900 on roll) Teacher of Craft Design and Technology required for September 1983 or as soon as possible thereafter. A Scale 2 post may be available for a suitably qualified and experienced teacher.

Please send stamped addressed envelope for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (13580) 135422

SEFTON

METROPOLITAN BOROUGH OF SEFTON EDUCATION COMMITTEE AINSDALE HIGH SCHOOL Sandringham Road, Southport, Merseyside PR8 2PJ TEMPORARY TEACHER OF CRAFT, DESIGN, TECHNOLOGY (Scale 1) required for September 1983, for one year.

Apply by letter to the Headteacher of the school, enclosing curriculum vitae, names and addresses of two referees and s.a.e.

Closing date: 18th July 1983. (14593) 135422

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT HINDE HOUSE SCHOOL Shiregreen Lane, Sheffield S5 6AG Teacher of Craft Design and Technology is required for September 1983, Scale 1. Experience or qualifications in teaching pupils with special needs would be an advantage, though not essential.

Letters of application direct to the Headteacher, enclosing full curriculum vitae and the names and addresses of two referees.

Closing date: Thursday, 14 July 1983. (14419) 135422

ST. HELENS EDUCATION COMMITTEE

WEST PARK R.C. HIGH SCHOOL Alder Hey Road, St. Helens, Merseyside

(11 - 18 years Boys' Comprehensive: 723 on roll, 205 in sixth form)

CRAFT DESIGN AND TECHNOLOGY (SCALE 1)

Required for September, 1983.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (14313) 135422

STAFFORDSHIRE

EDUCATION COMMITTEE CODSALL HIGH SCHOOL Elliotts Lane, Codsall, Nr. Wolverhampton Required for September, 1983 a CRAFT, DESIGN AND TECHNOLOGY Teacher (Scale 1) able to contribute widely to a progressive department. The School is not affected by falling rolls.

Application forms obtainable from and returnable to the Headteacher, (S.A.E.).

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (15797) 135422

SURREY

EDUCATION COMMITTEE WINSTON CHURCHILL SCHOOL Woking (12 - 16 NOR 1183) METALCRAFT Scale 1 teacher (male/female) required September 1983. Department of five teachers separately housed in purpose built craft block.

Contact Head. Tel: Brookwood 5861. (13559) 135422

Technology

Scale 1 Posts

BERKSHIRE

HIGHDOWN SCHOOL Surley Row, Emmer Green, Reading RG4 8LR N.O.R. 1500 (Mixed Comprehensive) Required September 1983. Qualified TEACHER for a post (scale 1) in CRAFT DESIGN & TECHNOLOGY department. Applicants should offer two heavy crafts and have a particular interest in Techology. A commitment to the design approach in Craft is necessary, and the candidate will join a strong department with good workshop facilities.

Application forms and further particulars from the headmaster to whom completed forms should be returned as soon as possible (sae). Closing date 25th July. Berkshire County Council is an equal opportunity employer. (14543) 135522

CAMBRIDGESHIRE

MANOR COMMUNITY COLLEGE Required from September for one year only during secondment, TEACHER OF CRAFT, DESIGN AND TECHNOLOGY (Scale 1) up to 'O' level, in this 11 - 16 comprehensive school. Roll 822. A qualified craftsman, considering entering into the teaching profession, would be considered.

Details/application forms from Principal, Arbury Road, Cambridge CB4 2JF. (SAE). Tel: 0223 354937. (11415) 135422

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT ECCLESFIELD SCHOOL Ecclesfield, Sheffield S30 3WD Required for September 1983 a teacher within Craft, Design and Technology to teach particularly Metalwork. Scale 1.

Applications by letter giving full curriculum vitae and the names and addresses of two referees should reach the Headteacher by Thursday 14th July 1983. (14278) 135522

Other than by Subject Classification

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF BRENT CONVENT OF JESUS & MARY HIGH (GIRLS) SCHOOL Crownhill Road NW10 4EP (Roll: 1019) Required from September or as soon as possible thereafter - An experienced Graduate TEACHER required to be in charge of the ALTERNATIVE LEARNING UNIT. This is an on-site unit catering for pupils with special needs who attend on a part time basis. The school has a well established remedial department and a counsellor. Scale 2 post.

London Allowance of £939 per annum is payable.

Brent is fundamentally committed to Multi-Cultural education.

Application forms (sae) obtainable from the Head Teacher, returnable within ten days. (15590) 135620

Scale 1 Posts

AVON COUNTY

PORTWAY SCHOOL Shirehampton Bristol BS11 0EB Head: John Larkins, B.A., M.B.I.M. Comprehensive School - Roll 1050 Required for September 1983 on a Fixed Term Contact to 31st August 1984 Scale 1 Teacher of French mainly to Junior forms.

Required for September 1983 a Scale 1 teacher of Physics throughout the School. Fixed Term Contract until 31st December 1983.

Applications to the Headmaster, Portway School, Penpole Lane, Shirehampton, Bristol BS11 0EB by letter enclosing Curriculum Vitae and quoting two or three referees. (14981) 135622

HEREFORD AND WORCESTER COUNTY COUNCIL

STOURPORT-ON-SEVERN HIGH SCHOOL Minster Road, Stourport-on-Severn, Worcs. DY13 8AX.

The school requires the following temporary Assistant Teachers in September 1983, for one term:-

A teacher of Art/Craft to teach classes of all ages across the whole range of ability, including sixth form, 'O' and C.S.E. work.

A Graduate to teach Sociology at 'O' and 'A' level. An ability to offer Economics/Commerce at 16+ and an interest in Careers teaching would be an added qualification.

A teacher of Mathematics to teach students of all ages and abilities including C.S.E., elementary Mathematics and the least able.

A teacher of P.E. (Girls') able to make a significant contribution elsewhere in the curriculum - Physical Science would be an advantage.

Letters of Application with curriculum vitae to the headmaster as soon as possible or telephone the school on Stourport 2333. (14297) 135622

HAVERING

LONDON BOROUGH OF HAVERING FOREST LODGE SCHOOL Lodge Lane, Romford RM5 2LD (Roll 1188 Mixed) Tel: Romford 46412 Headteacher: Mrs. P.A. Atherton Required in September 1983 a temporary Teacher of General Subjects. A genuine interest in pupils is more important than subject specialisation although examination work would be available for a suitably qualified candidate.

Letters of application to the Headteacher, from whom further details are available, *enclosing curriculum vitae and* the names of two referees. (04886) 135622

HEREFORD AND WORCESTER COUNTY COUNCIL

HOLLYWOOD THE WOODRUSH HIGH SCHOOL Shawhurst Lane, Hollywood, Birmingham B47 5JN

Scale 1 Assistant Teacher to work in a well established Education Department, teaching basic English and Mathematics skills. An experience of teaching the 11 - 16 age group is preferable and the successful applicant will be expected to teach pupils from years one to five, who are slow learners or who have specific learning difficulties and who are withdrawing from some subjects for extra help. Experience in group testing and diagnostic testing is essential. There will be some teaching outside the Department, preferably Mathematics, Games or R.E.

Letters of application with curriculum vitae and the names and addresses of two referees to the Headmaster as soon as possible. (13250) 135622

KIRKLEES

METROPOLITAN COUNCIL Directorate of Educational Services HOLMFIRTH HIGH SCHOOL Hays Road, Holmfirth, Huddersfield HD7 2SE (REF 251) Required for 30 August 1983, teacher SCALE 1 to join First Year Team for long established induction year. General form subjects are sought plus participation in other basic courses. Ability to teach Maths to Lower School is essential.

Letters of application with curriculum vitae and details of 2 persons for reference to the Head Teacher as soon as possible. (13509) 135622

STOCKPORT

TEACHERS Scale 1 (Ref: 2228) Teachers of the following subjects are required at various Secondary Schools within the Borough.

English, Mathematics, Home Economics, Modern Languages, Commerce & Business Studies.

Application forms obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE, quoting reference by 20th July 1983. (14408) 135622

SURREY

THE WINSTON CHURCHILL SCHOOL Hermitage Road, St. Johns, Woking

Tel: Brookwood 6861

Required for September 1983, teachers of Geography (Scale 1) and of Metalcraft (Scale 1) for this ten form entry 12 - 16 comprehensive school.

Application may be made by letter in the first instance directly to the Headmaster at the school. (13273) 135622

SURREY

EDUCATION COMMITTEE THAMESMEAD SCHOOL Shepperton (12 - 16 MIXED COMP: NOR. 691) Scale 1 teachers required for the following vacancies from Autumn Term 1983.

TEMPORARY full-time posts - ENGLISH to CSE/O level to cover maternity leave. MUSIC to CSE/O level to cover maternity leave. TEMPORARY part-time posts for teachers who can offer any of the following - TYPING (up to approx. 40/100), SCIENCE (up to approx 40/100) and RELIGIOUS STUDIES/CLASSICS/Lower School HISTORY (up to approx 40/100).

Apply to Head Tel. Walton 27075. (14935) 135522

SURREY

ST. PETER'S & MERROW GRANGE COMPREHENSIVE SCHOOL Horseshoe Lane, Guildford, Surrey. REQUIRED FOR SEPTEMBER 1983.

1. Graduate to teach English to 'O' and 'A' level.
2. Teacher for Physical Education (Girls).

Application forms and information about the school from the Headmaster, Dr. P. Torjussen. (13274) 135622

WIGAN

METROPOLITAN BOROUGH STANDISH HIGH SCHOOL Kenyon Road, Standish, Wigan WN6 0NX Tel: Standish 423265 (11 - 18 Mixed Comprehensive) Required for August 1983 BUSINESS STUDIES/ENGLISH Scale 1.

Apply immediately to the Head of the School (s.a.e. please). Ref: A57. (13605) 135622

Sixth Form and Tertiary Colleges

Heads of Department

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT PENDLETON COLLEGE Dronfield Road, Salford M6 7FR (Mixed Open Access Sixth Form College - 650 Students) Required for September 1983, or as soon as possible thereafter.

Head of English Department - Scale 4. To teach both language and literature up to and including 'A' level and to lead this important department.

Please send stamped addressed envelope for application form and further particulars to the Principal to whom completed applications should be returned as soon as possible. (15009) 140018

Scale 2 Posts and above

CAMBRIDGESHIRE

LONG ROAD SIXTH FORM COLLEGE Required for January 1984 a teacher of COMPUTER STUDIES (Scale 3) to 'O' and 'A' level. Ability to teach another subject and an interest in industry/technology desirable.

Forms and further particulars available from Principal, Long Road, Cambridge CB2 2PX (s.a.e.). (14984) 140020

Scale 1 Posts

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT PENDLETON COLLEGE Dronfield Road, Salford M6 7FR (Mixed Open Access Sixth Form College - 650 Students) Required for September 1983 or as soon as possible thereafter.

Tutor in Physics/Electronics - Scale 1. To teach Physics up to Advanced level and Electronics to 'O' level. An interest in the application of micro-processing to science courses would be an advantage.

Please send stamped addressed envelope for application form and further particulars to the Principal to whom completed applications should be returned as soon as possible. (15002) 140022

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT ECCLES SIXTH FORM COLLEGE Chatsworth Road, Eccles, Manchester M30 9FJ 061-789 5876 Principal: Dr. M. O. Ford 550 students (16 - 19) Required for September a well qualified tutor for HISTORY able to teach up to and including A level. Salary Scale 1.

Application forms and further details are available from the Principal at the College (S.A.E. please). Completed forms should be returned to the Principal within 7 days of the appearance of this advertisement. (15012) 140022

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT ECCLES SIXTH FORM COLLEGE Chatsworth Road, Eccles. Manchester M30 9FJ Tel: 061-789 5876 Principal: Dr. M.O. Ford 550 studends (16 - 19) Required for September a well qualified tutor for ENGLISH able to teach up to and including 'A' Level. SALARY SCALE 1

Application forms and further details are available from the Principal at the College. (SAE please) Completed forms should be returned to the Principal within 7 days of the appearance of this advert. (13281) 140022

SURREY

EDUCATION COMMITTEE SPELTHORNE COLLEGE Ashford. ECONOMICS/BUSINESS STUDIES Scale 1 teacher required September 1983. Ability to offer LAW an advantage.

Scale 1 teachers able to offer the following subjects HISTORY/POLITICS and/or GEOGRAPHY/LAW required September 1983. One full-time or two part-time (50/100) appointments considered.

Contact Principal. Tel: Ashford 52589. (14957) 140022

Special Education

Headships

AVON COUNTY

KINGSDON MANOR (ESN(M) RESIDENTIAL) SCHOOL Kingsdon, Somerton, Somerset. Vacancy from 1 January 1984. Salary in accordance with Group 4(S).

Further details and application form, returnable by 22 July, from Director of Education, PO Box 57, Avon House North, St. James, Barton, Bristol BS99 7EB, enclosing sae.

Avon is an equal opportunities employer. (13259) 160010

SPECIAL HEADSHIPS
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
APPOINTMENT OF HEADTEACHER
BEECH HOUSE HOSPITAL SCHOOL
St Augustine's Hospital, Chartham

Applications are invited for the post of Head Teacher of this Group 4(s) Day Special School which accommodates about forty emotionally disturbed pupils between the ages of eleven and sixteen plus, and is situated in the grounds of St. Augustine's Psychiatric Hospital. The appointment is from January 1984.

Application forms and further details from the Divisional Education Officer, 78 London Road, Canterbury (s.a.e. please) completed application forms should be returned by 22nd July 1983. (14459) 160010

Deputy Headships Second Masters/ Mistresses

LINCOLNSHIRE
DEPUTY HEADTEACHER
WILLOUGHBY SCHOOL
Bourne
Group 4(S) - Roll 32

Required from autumn term 1983 or spring term 1984 for this ESN (S) school which caters for pupils aged 3 - 16 years.

Further particulars and forms from the Divisional Education Officer, P O Box 2, Council Offices, Eastgate, Sleaford, Lincs. (s.a.f.e.) Closing date 22 July. (15020) 160012

NOTTINGHAMSHIRE
COUNTY COUNCIL
SOCIAL SERVICES
DEPUTY HEAD
(Head of Education)
£10,323 - £12,552 p.a.

An appropriately qualified and experienced teacher is required for September at Skegby Hall Community Home (with Education on premises), near Sutton-in-Ashfield, Notts. to assume responsibility for the education of up to 45 boys and 9 girls 11 - 16 years.

In addition to the supervision of 7 teachers, the Head of Education is required to take charge of the whole establishment in the absence of the Headmaster and the Head of Care. The successful candidate (male or female) [illegible] preferably in Pottery or Rural Studies. Experience in the use of micro-computers, with a remedial application would be an added advantage.

Re-location expenses where appropriate.

For further details and to arrange an informal visit, Tel: (0623) 558777.

Application form and job description may be obtained by writing to: Staffing Section, Social Services Department, County Hall, West Bridgford, Nottingham. Closing date 22 July. Please quote ref: AC/506/145. (14619) 160012

SUSSEX
INNER LONDON EDUCATION AUTHORITY
GEORGE RAINEY (DEL) SCHOOL
RESIDENT DEPUTY HEAD
GROUP 3S.
For full advertisement see the relevant section of the ILEA Schools Advertisement. (04890) 160012

Heads of Department

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
Head of Department for Remedial and Slow Learners. Required from 1st October, 1983, or as soon as possible thereafter, to lead the team of six full time and two part time teachers. Excellent opportunities for curriculum development and use of initiative. This is a non-maintained special boarding school for 250 physically handicapped boys and girls of normal intelligence.

Scale 3(S) for a well qualified and experienced teacher. Additional £705 if a House tutor. Accommodation may be available at a reasonable rent.

SAE for further details and application form to: The Headmaster, Lord Mayor Treloar College, Upper School, Holybourne, ALTON, Hants GU34 4EN. (15928) 160018

Scale 2 Posts and above

CHESHIRE
EDUCATION COMMITTEE
OAKLANDS SPECIAL SCHOOL
Cheviot Square, Winsford, Cheshire
Tel: Winsford 51048
SCALE 2(S)

Teacher to be responsible for development of computer-assisted learning with ESN(M) pupils, aged 11 - 19. Lively and innovative department already functioning. Assistance with boys' PE and games and/or number teaching an advantage.

Further particulars from the Head Teacher.

Closing Date: 22nd July 1983. (14284) 160020

COLCHESTER
ROYAL EASTERN COUNTIES SCHOOLS
THE OXLEY PARKER SCHOOL
Mill Road, Colchester
(Special School for Maladjusted boys)
This is a non maintained modern purpose built school with excellent educational and sports facilities.
Two Teachers required for September 1983, to teach General Subjects. An interest in Maths/Computer Studies and/or Music an advantage.
Possibility of Scale 2(S) for one of the vacancies. Scale 1 plus Special School Allowance £711. Probationary teachers would be considered.
Additional Duties Allowance of £1,869 per annum for 15 hrs. extraneous duties weekly which are compulsory.
Single accommodation available (full board £590 p.a.). (00553) 160020

HAMPSHIRE
[illegible] senior classes to C.S.E. level, together with Life Skills/outdoor pursuits, at this residential special school for 40 secondary aged boys with emotional/learning problems. The post is non-resident.
S.A.E. to Joint Principals for application forms. (14381) 160020

LINCOLNSHIRE
ASSISTANT TEACHER
LINCOLN ST CHRISTOPHER'S ESN(M) SCHOOL
Lincoln
Burnham Scale 2 (S)
NOR 160

Required for September 1983, an experienced teacher of children with learning difficulties to teach the leavers class up to age 16. Experience in a special school working with adolescents an advantage.

For forms/details send SAE to the school, Hykeham Road, Lincoln LN6 8AR. Closing date: 22 July 1983. (15019) 160020

NORTHUMBERLAND
EDUCATION COMMITTEE
REGIONAL SERVICE FOR HEARING IMPAIRED CHILDREN
TEACHER OF THE DEAF
Burnham Scale 3. Car Allowance
No special schools allowance payable. Required from January 1984, qualified, experienced teacher of deaf for peripatetic work with preschool and school age children in Tyne Valley and West Newcastle area, in first instance. Service respond flexibly to needs of children, and teachers are required to work in units in schools, or on a peripatetic basis, according to exigencies of service.
Further details and application forms, returnable 22.7.83, from Miss. P. Forster, Head of Service, Unit for Hearing Impaired Children, Blyth Horton Grange County First School, Kitty Brewster, Blyth, Northumberland NE24 4RE. (14433) 160020

SURREY
INNER LONDON EDUCATION AUTHORITY
PINE END (6) (MAL) SCHOOL
Teacher Scale 2(s)
For full advertisement see the relevant section of the ILEA Schools Advertisement. (04888) 160020

WALSALL
METROPOLITAN BOROUGH
Education Committee
THE JANE LANE E.S.N.(M) SCHOOL
Churchill Road, Bentley, Walsall
Required for January, 1984, at this 5 - 16 E.S.N.(M) School: AN EXPERIENCED TEACHER, SCALE 2(S) to take responsibility for assessment and diagnosis of children in the lower school. The successful candidate will also have responsibility for the reception class.
Closing date: 19th July 1983.
Application forms and further details may be obtained from the Head Teacher of the school concerned on receipt of a stamped addressed envelope.
This Authority is an equal opportunity employer. (13517) 160020

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
CLAREMOUNT SCHOOL
Fender Lane, Moreton, Wirral L46 9PA

REQUIRED FOR 1st JANUARY, 1984 ASSISTANT TEACHER SCALE 2 (2S).

Experienced teacher required to teach a senior group of pupils with learning dificulties. At present responsibilities for the post include Language/Communication Skills, Physical Education and Assessment and Review procedures, experience of Special Education and/or appropriate qualifications [illegible] available from the Head-teacher at the school upon receipt of a S.A.E. nd to whom they should be returned as soon as possible. (14488) 160020

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
FAIRCROSS SPECIAL SCHOOL
Rosslyn Road, Barking, Essex
Required for September 1983 - A part-time teacher of Craft and Design for this school for P.H. and Delicate pupils, 3 days per week. Experience of Special Education not essential. The successful candidate will work with small groups of children in a specialist workshop. Salary in accordance with Scale 1. Inner London Allowance payable.
Application forms available from the Chief Education Officer (s.a.e.) returnable by 21st July, 1983. (14392) 160022

BARNET
LONDON BOROUGH
OAK LODGE ESN(M) SCHOOL
Heath View, Off East End Road, London N2 0QY
REQUIRED FOR SEPTEMBER, 1983. Temporary one year appointment in the Work Preparation Department to cover the secondment of a permanent member of staff.
Experienced Teacher is required to teach literacy and numeracy to small groups of 16 to 19 year old adolescents who has moderate learning difficulties. A proportion of the teacher's time will be spent on shop floor activities in a small purpose built workshop. SCALE 1.
It is essential that applicants should visit the school, Tel: Mr. Carney - Headmaster - 01-444 6711 to make an appointment.
Application forms (s.a.e.) obtainable from Director of Educational Services, Town Hall, Friern Barnet N11 3DL returnable to Headmaster by 15th July, 1983. (04896) 160022

BEDFORDSHIRE
EDUCATION SERVICE
HILLCREST SPECIAL SCHOOL
Ridgeway Avenue, Dunstable LU5 4QL
Required for September 1983, a temporary/part time teacher (0.3 for one year only) with an interest in music, dance or drama, to take groups of pupils with severe learning difficulties.
This is a new post and the successful applicant would be expected to organise the structure of the group within the School situation.
Application forms and further details available from the Head Teacher at the School. (S.A.E. please). (13286) 160022

BIRMINGHAM
EDUCATION DEPARTMENT
PERCY SHURMER J.I. SCHOOL
Longmore Street B12 9ED.
Tel. 021 440 3431)
Scale 1 + S.S.A.

Applications are invited from qualified (and if possible experienced) teachers of the Deaf to work with Nursery/Infant-aged Hearing-Impaired children from September 1983.

Applications (enclosing s.a.e.) available from the Headteacher. (14321) 160022

BURY
[illegible] OF BURY
THE LODGE ACTIVITY CENTRE
Elton Hill Road, Radcliffe, Manchester
Required for 1st September 1983
TEACHER (SCALE 1)
The Lodge is a new development, opening on 5th September 1983, and is part of Bury Social Services' Intermediate Treatment Programme.
The Lodge will offer a Day Centre Programme with educational provision for young people, as an alternative to care or custody.
It is anticipated that there will be 8 pupils, all of secondary school age.
The emphasis will be on Group Work, Social Skills Training, Remedial Literacy and Numeracy, and Project Work. The Teacher will be part of a multi-disciplinary team and will work closely with I.T. Officers. This is a temporary post until April 1984, when a Scale 2 (S) permanent post will be advertised.
Informal enquiries to Philip Jones, Senior I.T. Treatment Officer, Craig House, Bury. Tel: 061-764 5911, Ext. 621.
Application forms obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury BL9 0BN by 19th August 1983. (14942) 160022

DERBYSHIRE
EDUCATION COMMITTEE
ASHE HALL SCHOOL
Sutton Lane, Etwall, Derby DE6 6HT

Required from September for one year. Scale 1 temporary teacher of General Subjects. Additional special school and extraneous duties allowances payable.

Application form and further details can be obtained from the Headteacher (S.A.E. Please).

Derbyshire County Council is an equal opportunity employer. (15915) 160022

DERBYSHIRE
EDUCATION COMMITTEE
ST ANDREW'S SCHOOL
St Andrew's View, Derby DE2 4ET

Teacher, Scale 1 + S.S.A. required for September to teach children aged 14 - 19. Applicants must possess an appropriate qualification for, and knowledge of, work with adolescents with severe learning problems. Extraneous duties allowance payable.

Further details and application form available from Headteacher. Please enclose stamped addressed envelope.

Derbyshire County Council is an equal opportunity employer. (13557) 160022

DEVON
Please see displayed advertisement on page 46 (14538) 160022

GLOUCESTERSHIRE
COLN HOUSE SCHOOL
Fairford
Required 1st September a teacher to be responsible for Domestic Science/Home Economics with pupils who experience learning and behavioural difficulties. Post offers scope for innovation and initiative as it is intended that these subjects be integrated to a greater extent than at present in the general school programme Scale 1 plus SSA. Successful applicant will be expected to undertake a maximum of 15 hrs per week extraneous duties to be organised at the discretion of the Head.
Forms from and returnable to Headmaster (enclose S.A.E.) (12163) 160022

HEREFORDSHIRE
BODENHAM MANOR SCHOOL
Bodenham, Herefordshire.
Headmaster: E.R. Saunders.
Applications are invited for the post of TEACHER in this residential school for 38 emotionally disturbed boys aged 9 - 16 years. Ability to offer general subjects essential, but in particular the applicant must be prepared to take full and active part not only in the classroom education but also in out of school activities, and have a willingness to become a member of the staff team of teachers and child care workers dealing seriously and therapeutically with the children's problems. This [illegible] post for any person willing to give of their time, and the applicant must be prepared to offer a total commitment to this child orointated school. Special consideration will be given to an applicant offering Maths, and there is a possibility of a Scale II post for a suitably experienced teacher. Full Burnham Salary with Special Schools and extraneous duties allowance.
Letter of application to be sent with curriculum vitae to the Headmaster. (14075) 160022

HERTFORDSHIRE
LONSDALE SCHOOL
Webb Rise, Stevenage SG1 5QU
(Group 6S)
Day and boarding school for physically handicapped.
Required in Senior Department teacher of Home Economics. To cater for wide ability range, with some CSE/OCE work. Participation also in Health Education and Home Life Skills programme.
Scale 1 plus special schools allowance.
From September 1983 or as soon as possible. Visits to the school welcome. Telephone the Head (Mr. J. Brown) on Stevenage 57631. (14336) 160022

HUMBERSIDE
COUNTY COUNCIL
Education Department
Kingston upon Hull Division
DERRINGHAM E.S.N. (M) SCHOOL
Priory Road, Hull
Head: L. Campbell, B.A., M.Ed.
Required for September 1983, a temporary (one term) class teacher to teach general subjects to a mixed group of 13 to 14 year old children who are experiencing moderate learning difficulty and to be responsible for boys' physical education throughout the upper school.
Application forms, available from the Head, should be returned by 20th July. (13512) 160022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Sevenoaks Division
OAK BANK SCHOOL
Park Lane, Seal, Sevenoaks, Kent
Group 4(S)
Assistant Teacher (General Subjects) required from September 1983 or January 1984 for this residential school for 51 boys of average intelligence with special educational and emotional needs.
Scale 1 teacher + S.S.A. and additional duties for £1,869 p.a. Housemasters allowance for suitable resident applicant where additional responsibilities are undertaken. A Scale 2 appointment is available for the organisation of Physical Education. Accommodation is available for a single person on a shared flat basis (with or without full board) at the standard charges.
Application forms and further details obtainable (on receipt of s.a.e.) from the Headmaster. Preliminary visits are welcome and INTERESTED APPLICANTS SHOULD TELEPHONE THE SCHOOL ON SEVENOAKS 61013. Closing date for applications is Tuesday, 19th July 1983. (14460) 160022

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY CROFT SCHOOL
Roughwood Hey, Cantril Farm, Merseyside L28 1RX

(66 ESN(S) boys and girls)

Required for September 1983: SCALE 1(s) teacher. Must have an interest in profoundly handicapped children.

Required for September 1983: SCALE 1(s) teacher. Must have an interest in profoundly handicapped children.

For application form send s.a.e. to Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH, to whom completed forms should be returned by Friday, 22 July 1983. (14270) 160022

LEICESTERSHIRE
LONG CLOSE DAY SCHOOL FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS
Hamelin Road, Leicester
(Formerly designated ESN M)
SCALE 1 + S.S.A.

Required August for one year, a teacher for Woodwork and boys games. Specialist qualification in the teaching of woodwork an advantage.

Further details from the Head (SAE). Apply immediately (no forms) full particulars and names and addresses of two referees (SAE). (13225) 160022

LINCOLNSHIRE
ST. BERNARDS SCHOOL
Wood Lane, Louth LN11 8RS
(Group 4S Roll 63)
Assistant Teacher required for Autumn Term 1983 or as soon as possible thereafter for children with severe learning difficulties. Scale 1 + SSA.
S.a.e. to Head for form and details. Previous applicants need not re-apply.
Closing date 22nd July 1983. (13237) 160022

COVENTRY CITY COUNCIL

DARTMOUTH SCHOOL
(50 boys, aged 10–16)

Headship

Applications are invited from experienced teachers with appropriate qualifications for appointment from January 1984 to the Headship of Dartmouth School. This purpose designed day school for pupils with emotional and behavioural difficulties opened in 1976 and is situated in a pleasant residential area in the east of the city.

Salary: Group 4(S) Head Teacher Scale, £11,448–£12,639 pa.

Application forms and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RS (Tel: (0203) 25555, Ext. 2445). Completed forms to be returned by Friday, 22nd July, 1983. Canvassing automatically disqualifies.

an equal opportunity employer

REQUIRED FOR JANUARY 1984
BROOKFIELD HOUSE SCHOOL, Alders Avenue, Woodford Green, Essex.
Headteacher: Mr P. Jeffrey.

Deputy Head Teacher

Group 7(S) £11,094–£12,270 plus London Allowance – required in this Special school for pupils aged 2–16 years (98 on roll).

Vacancy, due to promotion, for this all-age day special school for children with special needs associated with long or short term sickness or physical handicap. In addition to its role as a special school, Brookfield serves as a base for hospital and home tuition services and liaison with other schools.

Particular responsibility for organisation and curriculum in the secondary department throughout the ability range to public examination level including liaison with mainstream comprehensives as well as full involvement in internal management of the school. An ability to teach general science desirable, but additional specialist qualifications/experience essential.

Application form and further details on receipt of s.a.e. from Chief Education Officer, Municipal Offices, High Road, London E10 5QJ.
Closing date: 22nd July.

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

PEPER HAROW
GODALMING
SURREY

Members of Staff . . .

. . . are required to join our group of twenty men and women; most of whom are qualified teachers though with varied professional and academic backgrounds. All Members of Staff in addition to applying a high level of their current skills and knowledge, develop an ability to manage an emotionally strenuous and unusual working environment, in which psycho-therapeutic concepts play a significant part.

Peper Harow is designed for fifty adolescents of both sexes with average to superior intelligence, yet with severe emotional problems. It tries to integrate every experience in the life of the Community in its treatment of those problems – whether domestic work, mountain expeditions or academic study to 'A' level.

The Community is set in extensive grounds and possesses exceptionally equipped Art and Craft Studios, a developing Science Laboratory, a Gymnasium and Swimming Pool in addition to conventional study facilities. The main living area is in a 'listed' building of outstanding architectural interest whose interior has been re-designed for its current function.

Our first interest is in the personal qualities of potential Staff, thus people with psychotherapeutic skills could well meet some of the needs defined above. Our educational programme is specifically designed to perform a therapeutic function. We do have a specific need now and will welcome applications particularly for:

SCIENCE (PREFERABLY BIOLOGY OR ENVIRONMENTAL STUDIES)

Other specialist needs currently are:
History, Geography, Modern Languages, Art, PE and Dance and Movement.

Excellent accommodation for both single staff and families is available at a subsidised rental.

Salary is considerably above the norm for residential work, appropriately recognising the exceptional personal commitment, lengthy hours and eventual skill of our Staff Group.

If you are interested in this creative and challenging work, please apply in writing to the Director, Peper Harow, Godalming, Surrey. GU8 6BG for both application form and further information.

Closing date for receipt of completed application forms is Friday, 5th August, 1983.

SPECIAL EDUCATION
continued

LONDON
NUFFIELD HEARING AND SPEECH CENTRE
The Royal national Throat, Nose and Ear Hospital (Bloomsbury Health Authority)
Gray's Inn Road, London, W.C.1
QUALIFIED TEACHER OF THE DEAF to join a multidisciplinary team at our Ealing Unit. A small group of preschool children and their parents stay for five-day informal courses for parental supprt and guidance, auditory training and assessment. Teachers are responsible for the programmes and also assist medical staff in clinical assessment of Unit patients at the Nuffield Centre. Non-resident post. Burnham Salary. Whitley conditions, 33 hours p.w.; 6 weeks annual leave.
Job description and application form from Senior Administrative Assistant (Audiology Division) 01-837 8855, Ext. 4157. (15073) 160022

MERTON
LONDON BOROUGH OF MERTON
Education Committee
ST. ANN'S SCHOOL, ESN(S)
Bordesley Road, Morden, Surrey
Acting Headteacer: Mrs. A.D. Iles
Tel: 01-648 9737
Age Range: 2½ - 19 years.
Required for September 1983 a permanent Scale 1 teacher for the Bridge Unit, 16 - 19 year olds. The children are those who benefit from further education towards more independence. The Unit takes up to 18 children with two teachers and one assistant. Previous experience with E.S.N. children preferred and a special interest in Arts and Craft.
London Allowance £939
Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (14471) 160022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
ST. ANN'S SCHOOL, ESN(S))
Bordesley Road, Morden, Surrey
Acting Head Teacher: Mrs. A.D. Iles
Tel: 01-648 9737
Age Range: 2½ - 19 years
Required for September 1983 a temporary Scale 1 teacher in the Special Unit for a one year appointment, to cover a teacher on secondment. The class consists of fifteen multiply handicapped children, with two teachers and three N.N.E.B. assistants.
London Allowance £939.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: As soon as possible. (14486) 160022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
ST. ANN'S SCHOOL, ENS(S)
Bordesley Road, Morden, Surrey
Acting Head Teacher: Mrs. A.D. Iles
Tel: 01-648 9737
Age Range: 2½ - 19 years
Required for September 1983 a Scale One temporary teacher for one term only to be based in one class but will be expected to cover in other areas when necessary.
London Allowance £939.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: As soon as possible. (14484) 160022

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
ST. AIDAN'S SCHOOL
UNIT FOR AUTISTIC AND NON-COMMUNICATING CHILDREN
(Scale 1 post)
Required from September, 1983, or as soon as possible thereafter a suitably qualified teacher to work with Autistic and non-communicating children within this special unit. The person appointed will be expected to work closely with the teacher in charge and be prepared to teach a wide curriculum with special emphasis on the treatment of language and behaviour problems. This is a newly established post resulting from expansion within the unit.
Application forms and further details are obtainable from the Head Teacher, St. Aidan's School, Hillhead Parkway, West Denton, Newcastle upon Tyne NE5 1DP by Friday, 22nd July, 1983. (15502) 160022

NEWHAM
LONDON BOROUGH OF NEWHAM
LANSBURY ESN (M) SCHOOL
Park Avenue, London E6 2PN
Acting Head Teacher: H.J.H. Beaumont
Number on roll: 72
CLASS TEACHER
Scale 1
Required September 1983 or as soon as possible.
Teacher required for younger children with specific language difficulties. Support is given from the speech therapist for 2½ days of the week.
Previous applicants will be considered.
London Allowance: £939 plus Special Schools Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 15th July 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (14978) 160022

NEWHAM
LONDON BOROUGH OF NEWHAM
J.F. KENNEDY SCHOOL
Pitchford St., London E15 4RZ
Head Teacher: Miss S.B. Wood
Number on roll: 78
Temporary Class Teacher
Scale 1
Required: SEPTEMBER 1983. Initially for one term.
Teacher required to work mainly with senior pupils in a team teaching situation.
Experience of teaching children with special needs (severe) essential.
LONDON ALLOWANCE: £939, plus Special Schools Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 15th July 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (14979) 160022

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE UPPER SCHOOL
(for children with severe learning difficulties),
York
(Readvertisement)
Required for September 1983 or January 1984, a Class Teacher at this purpose built school for senior pupils, with severe learning difficulties, aged 12 - 19 years. Candidates should have an interest and ability to develop Home Economics throughout the school, as a proportion of their time-table will be devoted to this.
Salary: Burnahm Scale 1 (+ SSA)
Application forms and further particulars are available upon receipt of a s.a.e. (to be returned by 22nd July 1983) from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE. (14806) 160022

NORTHAMPTONSHIRE
PRINCESS MARINA HOSPITAL SCHOOL
(Weedon Road, Upton, Northampton NN5 6UH)

Required for September for 1 year ony Teacher for Profoundly Physically and Mentally Handicapped Children. Scale 1 + SSA.

Further details and application form from the Headmaster (SAE please). (14358) 160022

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:-

PORTLAND COMPREHENSIVE SCHOOL
Sparken Hill, Worksop, Notts S80 1AW
Headmaster: R. Cox, B.A.
Mixed: 1215 (11 - 18)

Qualified teacher (Scale 1) of the deaf to work with hearing impaired children in ordinary classes. The post will involve support work in main classes and individual/group work with lower school children.

Please apply by letter to the Headmaster at the school as soon as possible.

Closing date: 15th July, 1983. (14386) 160022

OXON
One qualified teacher required for General Subjects (preferably with English Language and Games) by non maintained residential school for 35 boys (aged 11 - 16) of good intelligence with special educational and emotional needs.
Full details may be obtained from the Principal, Swalcliffe Park School Trust, Swalcliffe, nr. Banbury Oxon OX15 5EP. (14095) 160022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
OLDFIELD SECONDARY SCHOOL
(MALADJUSTED)
Buckingham Road, Hampton TW12 3LT
TEMPORARY TEACHER FOR ONE TERM, SCALE 1S

A teacher is required from September to teach in this senior mixed day maladjusted school. The ability to offer one of the following subjects would be an advantage: English, Mathematics. Applicants are welcome to visit the school, Telephone No. 01 941 2623.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 18th July. (15776) 160022

SHEFFIELD
CITY OF SHEFFIELD
Education Department
BENTS GREEN SECONDARY SCHOOL
(Delicate), Ringinglow Road, Sheffield S11 7TB
A suitably qualified and open minded teacher of Craft and Design capable of adopting a problem solving approach is required for this Secondary Special School, Scale 1. The School caters for a wide range of abilities and the successful candidate may be expected to teach to CSE level.
Applications are invited to contact the school for further information (Tel: Sheffield 363545).
Application forms are available from the Chief Education Officer (Teachers Division) PO Box 67, Leopold Street, Sheffield S1 1RJ and should be returned by 15 July 1983. (14482) 160022

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
Shirecliffe House Community Home
Shirecliffe Lane, Sheffield S5 8AE
Required for September, or as soon as possible thereafter a Scale 1 teacher for this special school, situated within a Family and Community Services residential establishment, and at present catering for boys of mixed ability in the 10 - 16 age range.
We are seeking to appoint a teacher with a keen interest and practical experience in providing for the educational, social and behavioural needs of young people. Teachers with success in working with remedial/mainstream school children would here have the opportunity to work in a flexible situation, testing out new ideas and materials, and developing individual work programmes related to pupils needs and ages.
Prospective applicants should place Mr C. J. Trainor, Headteacher on 738688 to arrange a visit to the school.
Application forms are available from the Chief Education Officer (Teachers Division) P.O. Box 67, Leopold Street, Sheffield S1 1RJ and should be returned to him by Tuesday, 19th July 1983. (14277) 160022

SOUTH GLAMORGAN
COUNTY COUNCIL
BARRY BOYS COMPREHENSIVE SCHOOL
(11—18) 10 FORM ENTRY
Special Education: SCALE 1
Required for September 1983. This is a large department covering the whole of the curriculum of the less able, and the whole of the age range. Applicants able to offer an interest in Science, or boys in the 14—16 age group, will be especially welcomed, but adjustments within the department are possible to accommodate individual specialisms. Temporary one year.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within ten days of the appearance of this advertisement.
L J A Cule, Director of Education, Education Offices, Kingsway, Cardiff. TES 160022

SOUTH GLAMORGAN
COUNTY COUNCIL
YSGOL ERW'R DELYN, PENARTH
TEACHER SCALE 1 + SSA
Required for September 1983, Temporary part-time, 12.5 hours, teacher of typing. Erw'r Delyn is a secondary school for Physically handicapped pupils.
Application forms may be obtained on reciept of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within ten days of the appearance of this advertisement.
L.J.A. Cule, Director of Education, Education Offices, Kingsway, Cardiff. (15511) 160022

SUSSEX
Inner London Education Authority
WINCEBY HOUSE (SB) (MAL) SCHOOL
TEACHER SCALE 1 + SSA
For full advertisement see the relevant section of the ILEA Schools Advertisement. (15799) 160022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR SEPTEMBER
LEA GREEN SCHOOL
Leyton Green Road, London E10
Headteacher: Mrs. M.A. Gross
TEACHER, SCALE 1(S) plus Outer London Allowance.
These posts would provide an ideal opportunity for teachers wishing to investigate the possibility of working with disturbed children in this school, which has a national reputation in this field. Pupils either attend full-time or part-time with the objective of returning to mainstream school.
Teachers are required for both types of provision and applications are invited from suitably qualified primary or secondary trained teachers for either permanent or temporary posts.
Application form and further details available from Headteacher on receipt of s.a.e. Ref. No. 89/317. Closing date: 20th July 1983. (14380) 160022

WEST SUSSEX
CATHERINGTON SCHOOL
Martyrs Avenue, Langley Green, Crawley, Sussex
Scale 1 Teacher required September, 1983 for a special care class of profoundly handicapped pupils. Applicants trained for teaching of the mentally handicapped preferred.
Details and form from Headteacher - Telephone Crawley 26273. (14291) 160022

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
CLAREMOUNT SCHOOL
Fender Lane, Moreton, Wirral L46 9PA

REQUIRED FOR 1st JANUARY, 1984 ASSISTANT TEACHER SCALE I + S.S.A.

Required for a class of pupils aged 12/13 years with learning difficulties offering Music and/or Art and Craft.

Application forms are available from the Headteacher at the school upon receipt of a S.A.E. and to whom they should be returned as soon as possible. (14489) 160022

Tameside Metropolitan Borough

EDUCATION DEPARTMENT
Applications are invited from qualified and energetic teachers for the following posts:

SPECIAL EDUCATION
ASHTON-UNDER-LYNE MOSS VIEW SCHOOL
for children with severe learning difficulties

SCALE 1(S)
A teacher is required to join a team of three to work with a class of nursery/infant children in the day Special School.

SCALE 1(S)
A teacher is required to take charge of a group of Lower Juniors.

HYDE, WERNETH GRANGE SCHOOL
for children with severe learning difficulties

SCALE 1(S)
A teacher is required to take charge of a nursery/infant class in this Special School. This post presents an ideal opportunity for a person seeking wider experience in the area of assessment and in writing prescriptive teaching programmes.

SCALE 1(S)
A teacher for junior aged children.
Application forms available from and returnable to the Director of Education, Teachers Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne O16 6DL
Closing date 15th July 1983.

SECONDARY EDUCATION, Ashton-under-Lyne
WEST END COUNTY HIGH SCHOOL
(11–16) Comprehensive)
William Street, Ashton-under-Lyne OL7 9BJ

SCALE 1
Assistant Teacher – ENGLISH
SCALE 1
Assistant Teacher – MATHS
SCALE 1
Temporary Assistant Teacher – FRENCH
SCALE 1
Temporary Assistant Teacher GEOGRAPHY

The above two posts are temporary from 1st September 1983 to 31st December 1983.

Applications by letter with curriculum vitae to the Head Teacher, as soon as possible and no later than 15th July 1983, Ref. T2290/TES.

Independent Schools

Deputy Headships Second Masters/ Mistresses

PARIS
THE BRITISH SCHOOL OF PARIS
(Co-educational British day school, with few boarders, 600 pupils, 4 - 18)

The post of SENIOR MASTER has unexpectedly become vacany. This is a senior post in the Senior School equivalent to Deputy Headmaster. The Senior Master will be required to give strong administrative support to the Headmaster in the day-to-day running of the school and will also play a leading role in the future planning and development of an expanding and forward-looking school.

Further details available from the Headmaster's Secretary (Tel: 010 333 976 2900). Applications should reach the Headmaster, David Cope MA, British School of Paris, 38 quai de l'Ecluse, 78290 Croissy sur Seine, as soon as possible and by 22nd July at the latest, with a curriculum vitae, day-time and evening contact telephone numbers, and the names, addresses and telephone numbers of two or more referees. (00414) 180012

Remedial Posts

Heads of Department

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
Head of Department for Remedial and Slow Learners. Required from 1st October, 1983, or as soon as possible thereafter, to lead the team of six full time and two part time teachers. Excellent opportunities for curriculum development and use of initiative. This is a non-maintained special boarding school for 250 physically handicapped boys and girls of normal intelligence.
Scale 3(S) for a well qualified and experienced teacher. Additional £705 if a House tutor. Accommodation may be available at a reasonable rent.
SAE for further details and application form to: The Headmaster, Lord Mayor Treloar College, Upper School, Holybourne, Alton, Hants GU34 4EN. (15505) 181018

By Subject Classification

Arts and Design

Other Assistants

OXFORDSHIRE
RYE ST ANTHONY SCHOOL
Required in September, qualified teacher of Art to Advanced Level. Resident, R.C. preferred.
Apply with CV to Headmistress, Rye St Antony School, Pullens Lane, Headington, Oxford, OX3 0BY. (14312) 181224

Classics

Other Assistants

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Shepherd's Way, Brookmans Park, Hatfield
(Independent Boarding School, 350 girls 11 - 18 years)
Required for September 1983, part-time teacher to teach Junior Latin and some Advanced Level Latin (Cambridge Board). This could be a full-time post if combined with some Junior Religious Studies teaching.
Applications giving full curriculum vitae and the names and addresses of two referees should be sent to the Headmistress as soon as possible. (14300) 181624

Commercial Subjects

Other Assistants

Secretarial teacher required (12 - 18 hours per week) for Typing and Office Practice. Some book-keeping, Business Law and/or Word Processing an advantage.
Contact: Roger Munden, Director of Studies, Padworth College, Nr. Reading RG7 4NP. (14946) 181824

Computer Studies

Other Assistants

LONDON
RIVERSTON SCHOOL
Eltham Road, London SE12 8UF
Tel: 01-852 3837
Required for Autumn Term - September 1983.
Experienced Teacher for Computer Studies to 'O' level.
Salary by negotiation.
Application to Principal with curriculum vitae and names and addresses of two referees. (15308) 182024

OXFORDSHIRE
RYE ST ANTONY SCHOOL
Qualified Teacher (graduate) required in September to share teaching of Computer Studies to A Level, part-time.
Apply with CV to Headmistress, Rye St Antony School, Pullens Lane, Headington, Oxford, OX3 0BY. (14311) 182024

READING
THE ABBEY SCHOOL
Reading
GRADUATE
required to assist with teaching of
COMPUTER STUDIES.
Please apply, with full curriculum vitae, to the Headmistress. (14093) 182024

APPOINTMENTS IN SCOTLAND

BORDERS REGIONAL COUNCIL

Invite applications for the following:
EDUCATION

SECONDARY SCHOOLS
PROMOTED POST
ASSISTANT PRINCIPAL TEACHER OF BUSINESS STUDIES
SELKIRK HIGH SCHOOL (Roll 595)
Responsibility payment £870 per annum
TEACHING POSTS
BUSINESS STUDIES
PEEBLES HIGH SCHOOL (Roll 970)
ENGLISH (House available)
KELSO HIGH SCHOOL (Roll 870)
FRENCH WITH GERMAN (House available)
KELSO HIGH SCHOOL
HISTORY
KELSO HIGH SCHOOL
MUSIC
HAWICK HIGH SCHOOL (Roll 1,400)
TEMPORARY POSTS
ENGLISH WITH HISTORY OR OTHER SUBJECT
KELSO HIGH SCHOOL
GENERAL SCIENCE WITH MATHEMATICS OR ANY OTHER SUBJECT
HAWICK HIGH SCHOOL
Both posts for 1 year only - Session 1983/84
SUPPLY POSTS
FRENCH OR FRENCH WITH GERMAN
EARLSTON HIGH SCHOOL (Roll 520)
HISTORY OR HISTORY WITH MODERN STUDIES
GALASHIELS ACADEMY (Roll 1,275)
Closing date: 22 July 1983.
PRIMARY SCHOOLS
PROMOTED POSTS
ASSISTANT ADVISOR IN PRIMARY EDUCATION
HEAD TEACHER
WALKERBURN PRIMARY SCHOOL, Nr. Peebles
Responsibility payment £1,266 per annum.
Closing date: 22 July 1983.
Application forms for the above posts may be obtained from the Personnel Manager, Regional Headquarters, Newtown St. Boswells. Completed forms should be returned to the Director of Education at Regional Headquarters.

INDEPENDENT EDUCATION
continued

Economics

Other Assistants

CARDIFF

'A' LEVEL ECONOMICS

A full-time post is available in September for an experienced tutor to teach 'A' level and 'O' level Economics (scale 2/3).

Apply with details of qualifications, experience and extra-curricular interests to:- The Principal, Cardiff Tutorial College, The Walk, Cardiff CF2 3AG. Tel: 498736. (13217) 182224

English

Other Assistants

LONDON

Part time English teacher required. Only applicants with good qualifications need apply. Applicants must live in the London area and it is not necessary to have dance or drama background.

Send curriculum vitae to The Urdang Academy of Ballet & Performing Arts, 20 - 22 Shelton Street, London WC2. (14828) 182424

LONDON

ARTS EDUCATION SCHOOLS
Golden Lane House, Golden Lane EC1Y 0RR

(Independent co-educational day school, with 150 pupils 11 - 16 and 250 students on vocational courses).

Required in September 1983 a GRADUATE to teach English Language and Literature to 'O' and 'A' levels. Burnham-related salary and London Allowance.

Applications, with cv and names and addresses of two referees should reach the Head of Education by 23 July. (14910) 182424

LONDON

English Literature 'O' and 'A' level; and Possibly English Language 'O' level: teacher required for part or full time post from September 1983. Please write, enclosing C.V. and s.a.e. to: ... 182424

Mathematics

Other Assistants

BERKSHIRE

CROOKHAM COURT SCHOOL
Crookham Common, Nr. Newbury, Berks.
Tel: Thatcham (0635) 63090.
Teacher of Maths in middle NPC School required immediately for Boys Boarding School (11 - 18 yrs) standing in 16 acres of its own grounds.
Please state other subjects offered. Help with Rugby, Football and other games desirable. Free Board and Lodging in exchange for duties. Salary Burnham Scale 1. (13365) 183424

DERBYSHIRE

NORMANTON SCHOOL
Buxton, Derbyshire

(Independent Boarding and Day School for Boys)

Required September for Maths, Scale 1. Young man, preferably married. C.S.E., 'O' Level and 'A' Level (incl. Applied). Some Junior work. Subsidiary Science helpful but not essential. Responsibility for Junior Boarding House. Accommodation, heat, etc, etc. provided without charge.

Applications, with full C.V. to:- Headmaster (0298) 2745. (14377) 183424

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, Seaford
(Independent Boarding School for boys)
(Tel: (0323) 890309)
Applications are invited from suitably qualified graduates for the following post (Resident or Non-resident) in September 1983: MATHEMATICS: Interest in Computer Studies an advantage.
Burnham Scale according to experience.
Applications, with the names of two referees, to the Headmaster. (13663) 183424

LONDON NW1 1TR

THE INTERNATIONAL SCHOOL OF LONDON
Crowndale Road
Required for September 1983 a teacher of Mathematics. The post will involve teaching SMP Mathematics, Computing and International Baccalaureate courses.
Apply by letter to the Headmaster, enclosing a full c.v. and the names of two referees, at THE INTERNATIONAL SCHOOL OF LONDON, Crowndale Road, London ...

SURREY

ROYAL GRAMMAR SCHOOL
Guildford
(HMC - 700 boys 11 to 18)
Required in January 1984, a Graduate to teach Mathematics throughout the school, up to and including university entrance. This is an opportunity to join a successful department at a school where academic standards are high. Ability and willingness to help with extra - curricular activities such as rugby and cricket, CCF and Scouts, will be an advantage. Salary: Burnham plus. Scale 2 available for suitably qualified and experienced candidate. Possibility of help with accommodation.
Applications, in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey. GU1 3BB. (14795) 183424

Modern Languages

Other Assistants

BERKSHIRE

CROOKHAM COURT SCHOOL
Crookham Common, Nr. Newbury, Berks.

Tel: Thatcham (0635) 63090

Teacher of French required immediately in Boys Boarding School (11 - 18 yrs) standing in 16 acres of its own grounds.

Please state other subjects offered. Musician advantage. Help with Rugby, Football and other games desirable. Free Board and Lodging in exchange for duties.

Salary Burnham Scale 1. (14380) 183624

POWIS

POWIS COLLEGE
(Member of I.S.J.C.)
Welshpool, Powys SY21 9BU
Young Graduate with some experience for residential post, commencing September 1983, teaching French to boy boarders and co-educational day pupils, initially to 'O' level but must be able to progress to 'A' level work.
Interesting position in small expanding School for adaptable person to join a team of enthusiastic young masters. Burnham Scale I.
Ability to take Games and Hobby Groups essential together with a clean driving licence.
Applications should be submitted to the Principal giving full Curriculum Vitae, interests and the names of two ...

Music

Other Assistants

BERKSHIRE

BEARWOOD COLLEGE
Wokingham, Berkshire

A Shima Boys Boarding School

Required for January 1984. A qualified Musician to assist the Director of Music. Ability to teach other subjects or coach sport could be considered an advantage. The post would probably suit a keyboard player with orchestral experience but others are encouraged to apply.

Please write to the Headmaster enclosing curriculum vitae and the names and addresses of two referees. (13281) 183824

BERKSHIRE

CROOKHAM COURT SCHOOL
Crookham Common, Nr. Newbury, Berks.
Telephone: Thatcham (0635) 63090
Teacher of Music required immediately in Boys Boarding School (11 - 18yrs) standing in 16 acres of its own grounds.
Please state other subjects offered. Help with games desirable. Free Board and Lodging during term time in exchange for duties.
Salary Burnham Scale 1. (13264) 183824

EAST SUSSEX

KINGSCLIFFE SCHOOL (BRIGHTON COLLEGE)
Sutherland Road, Brighton. Phone 35856.
A fully qualified music teacher is required for part-time work as from Sept. '83. Pupils age range 3 - 8 years.
Apply The Headmistress. (13278) 183824

HEREFORDSHIRE AND WORCESTERSHIRE

LUCTON SCHOOL
Leominster HR6 9PL
Tel: Yarpole (STD 0568 85) 212
Required for September 1983. Teacher to organise and implement Music Teaching throughout the School. Ability to play organ and train school choir essential. A second subject would be required. Residential accommodation available. Other activities useful. Burnham Scale.
Apply: The Headmaster, enclosing curriculum vitae and names and addresses of two referees. (14036) 183824

SURREY

ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking, Surrey.
Independent Day and Boarding, 360 girls 11 - 18 years.
Required for September term 1983 part-time teacher (3 days per week) for Musical Appreciation and some 'O' level work, piano and orchestra if possible. (Present holder of post on maternity leave).
Salary depending on qualifications and experience.
Applications to the Headmistress with curriculum vitae and names and addresses of two referees. (13277) 183824

Pastoral

Other Assistants

HERTFORDSHIRE

Resident HOUSEMISTRESS required in September or January for small Independent Girls Boarding School (girls aged 11 - 16 years). This is a non-teaching post and accommodation is available throughout the year.
Please telephone Hemel Hempstead 40333 for further details or write to the Headmistress, Abbot's Hill, Bunkers Lane, Hemel Hempstead, Herts. HP3 8RP. (15035) 184024

SURREY

ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking
Independent Day and Boarding, 360 girls 11 - 18 years.
Suitably experienced person required to take responsibility for part of boarding wing - ages 11 - 16. Salary negotiable. Car driver desirable.
Apply to the Headmistress with curriculum vitae and names and addresses of two referees. (00505) 184024

SUSSEX

CLYMPING COLLEGE

Resident Housemaster required for January. Self-contained single flat available to good organiser prepared to support all aspects of boarding school life and supervise up to forty teenage boys. Salary from £4,000 plus free living.

Applications in writing giving details of qualifications, experience, areas of special interest and two referees to The Principal, Clymping College, Clymping, Littlehampton, West Sussex BN17 5RN. (13266) 184024

WILTSHIRE

STONAR SCHOOL
Cottles Park, Atworth, Melksham, Wiltshire
Girls' Public School, 9 miles from Bath.
Required in September:
HOUSEMISTRESS for boarding house of approximately 40 girls. Mature lady, non-smoker and preferably with boarding school experience.
MATRON for junior boarding house for approximately 40 girls aged 8 - 10. Non-smoker and preferably someone accustomed to working with young children.
ASSISTANT HOUSEMISTRESS for middle or senior school boarding house of approximately 40 girls; preferably a non-smoker.
Please apply to the Headmistress giving full details together with the names, addresses and telephone numbers of two referees. (14830) 184024

Religious Education

Other Assistants

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Shepherd's Way, Brookmans Park, Hatfield
(Independent Boarding School, 350 girls 11 - 18 years)
Required for September 1983, part-time teacher to teach Religious Studies (10 periods a week) to 1st and 2nd year girls. This could be a full-time post if combined with some Junior Latin teaching.
Letters of Application giving full curriculum vitae and the names and addresses of two referees should be sent to the Headmistress as soon as possible. (14299) 184424

WILTSHIRE

MARLBOROUGH COLLEGE
Required January 1984, CHAPLAIN to be responsible for the Religious Studies Department

The Chaplain (or Deaconess) will be in charge of a department engaged in O and A level studies, as well as working closely with the Senior Chaplain. He will have a full pastoral role to fulfil in this large boarding school of 870 pupils of whom 100 are girls in the sixth form.

Single or married accommodation available.

Salary above Burnham.

Applications (with curriculum vitae and name, address and preferably telephone number of two referees) and enquiries to: The Master, Marlborough College, Wiltshire SN8 1PA. Tel: 0672-52140. 184418

LONDON

LUBAVITCH SENIOR GIRLS SCHOOL
107/115 Stamford Hill N16
(85 pupils)
Part-time vacancy September 1983. English Graduate with teaching experience to teach English up to 'O' level. A second subject which they would be willing to teach would be an advantage. Part-time French Teacher (to 'O' level) also required.
Please apply in writing to the Headmaster with the names of two referees. (14498) 182424

LONDON

Required for September, 1983, part-time teacher for ENGLISH throughout the school to 'O' and 'A' level G.C.E.
Please apply in writing enclosing a curriculum vitae and names and addresses of two referees to The Headmistress, Sydenham High School G.P.D.S.T., 19, Westwood Hill, Sydenham SE26 6BL. (15061) 182424

Geography

Other Assistants

ISLE OF WIGHT

PARTLANDS SCHOOL, Ryde.
Independent Day School for Boys and Girls
Required for September '83 a geographer to teach 'O' Level. Ability to teach some Art or Games would be welcome.
Applications and c.v. to Headmaster, from whom further details can be obtained. (13218) 182624

History

Other Assistants

LONDON

KING ALFRED SCHOOL
North End Road, London NW11 7HY
Required in September by this all-age co-educational day school a part-time History teacher (.7) to teach in the Middle School with possible Upper School work.
Please apply in writing to the Head (enclosing two stamped self-addressed envelopes) for Application Form.
Burnham Scale and Outer London Allowance. (13979) 182824

LONDON

Part time Maths teacher required. Only applicants with good qualifications need apply. Applicants must live in the London area and it is not necessary to have dance or drama background.

Send curriculum vitae to The Urdang Academy of Ballet & Performing Arts, 20-22 Shelton Street, London WC2. (14807) 183424

LONDON

JOHN WYCLIFFE SCHOOL
126 Thurlow Park Road, West Dulwich, London SE21
Required for September, a qualified teacher of Mathematics to 'O' level; some help with boys games or the ability to teach a subsidiary subject (state which) would be an advantage. Burnham Scale 1 and Government Superannuation.
Apply to the Headmaster, giving curriculum vitae and names of 2 referees. (14028) 183424

OXFORD

MATHEMATICS
Required for September 1983 teacher of middle school mathematics to C.S.E. and 'O' level. Scale 1, third in department of three. Commitment to boarding education essential. Accommodation provided.
Kingham Hill School is a Christian foundation, boys boarding school, ages 11 - 18, 240 boys on roll, many of these admitted through boarding need and financed by the Kingham Hill Trust or by other charities.
Details from and applications to The Warden, Kingham Hill School, Kingham, Oxford OX7 6TH. Tel: (060 871) 218. (14315) 183424

SURREY

MATHEMATICS

Required for January 1984 experienced teacher for middle/senior range in boys' day preparatory school. High standards expected, leading to major P.S. Scholarships and Common Entrance. A willingness to participate fully in school life an essential qualification. Salary Outer London Burnham II, fringe benefits and added increments.

Applications in writing with full c.v. to The Headmaster, Rokeby School, George Road, Kingston upon Thames KT2 7PB. (15306) 183424

STAFFORDSHIRE

COTTON COLLEGE
Catholic Independent School
Founded 1763
Graduate Teacher of French and Spanish or French and German to teach to 'O' & 'A' level to be appointed from September or January. Ability to coach games an advantage and a willingness to participate fully in the life of a boarding school essential.
Applications enclosing CV and names of two referees should be submitted before 18th July to the Headmaster, Cotton College, Oakamoor, Staffs. ST10 3DP. (15313) 183624

SURREY

ORME HOUSE SCHOOL
Tilburstow, Godstone, Surrey
Required for September 1983. Teacher of French to A level, preferably with subsidiary Music and aged under 30. Burnham Scale plus.
Write to Headmaster with c.v. and two referees. (15054) 183624

[...] SCHOOL
Sevenoaks
(Tel. 453815)
Required in January 1984 an enthusiastic graduate to teach MUSIC throughout the school to 'O' & 'A' level.
Independent day school for Girls. Burnham Scale I plus London fringe allowance.
Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St. Hilary's School, Bradbourne Park Road, Sevenoaks Kent, TN13 3LD. (13818) 183824

NORTH DEVON

GRENVILLE COLLEGE
(SHMIS WOODARD SCHOOL)
380 Boys 11 to 18
Required for January 1984 ASSISTANT DIRECTOR OF MUSIC to share in the activities of an expanding and lively Music Department. Instrumental skills, energy and enthusiasm essential. Good facilities.
This is a post for a single candidate who will enjoy being a resident Assistant Housemaster to a school boarding House, thus gaining accommodation and board. Burnham Scale post.
Full descriptions of the post will be sent to applicants, who should send a curriculum vitae with the names, addresses and telephone numbers of two referees to the Headmaster, Grenville College, Bideford, North Devon EX39 3JR. Tel: (02372) 2918. (14282) 183624

ETON COLLEGE

Teacher of Classics

January or September 1984

Because of a promotion to Head of Classics at Westminster, a Classics graduate is required at Eton in January 1984. This is an important post as the person appointed will be asked to take a full share of Sixth form teaching. The Head Master is looking for a young man or woman of high ability in Classics, with the personality to communicate enthusiasm for the subject at top level and to make an all-round contribution to the School.

If the best candidates are not available until September 1984, the Head Master may fill the vacancy temporarily from January. Applications are therefore invited from men or women who might be interested in a short-term appointment as well as from those seeking a permanent post.

Applications, including curriculum vitae and the names, addresses *and telephone numbers* of three referees, should be sent to the Head Master, Eton College, Windsor, Berkshire.

forms should be returned by 19 August 1983.

KENT

DUKE OF YORK'S ROYAL MILITARY SCHOOL DOVER

Independent Boarding Grammar School
470 boys aged 11–18

Required for September 1983 on a one year appointment a well qualified

ASSISTANT MASTER

to teach English and Mathematics in the Lower School. Ability to coach at least one of the major sports to school team level would be and advantage. Candidates must be prepared to commit themselves fully to Boarding School life.

Burnham Scale plus Boarding School Allowance.

Application forms from the Headmaster (0304 203012 Ext 25), Duke of York's Royal Military School, Dover CT15 5EQ.

ECCLES HALL SCHOOL NORFOLK

Independent Boarding School for 140 boys aged 10–16

Required in September

TEACHER OF GENERAL SUBJECTS WITH MATHEMATICS

Ability to offer Computer Studies an asset with possibility of examination work. Commitment to boarding education essential.
Single residential accommodation available.
Applications enclosing CV and the names of two referees to:

The Headmaster
Eccles Hall School
Quidenham
Norfolk NR16 2PA.

referees to the Headmaster.

INDEPENDENT EDUCATION
continued

STAFFORDSHIRE

DENSTONE COLLEGE
Denstone College require for January a Teacher of Religious Studies, with an enthusiasm for developing the subject, to teach throughout the School to 'O' and 'A' level. An ordained person is preferred, with considerable opportunities for a shared Ministry with the Chaplain and the College Staff.
Applications, with full curriculum vitae and the names of two referees, should be sent to the Headmaster, Denstone College, Uttoxeter, Staffs., ST14 5HN, from whom further details may be obtained. (15052) 184424

Science

Heads of Department

SURREY

ROYAL NAVAL SCHOOL
Haslemere GU27 1HQ
(300 girls) G.S.A.
Required in January, 1984, an experienced Graduate to take charge of PHYSICS teaching throughout the School to 'O' & 'S' Level (London Board). Flourishing and well equipped Science Department with good numbers of University entrants annually. Non resident post, Burnham Scale 2. Applicants for a temporary post for two terms will be considered.
Applications with full curriculum vitae and names and addresses of two referees to the Headmistress. (13661) 184818

Other Assistants

BERKSHIRE

MAIDENHEAD COLLEGE
1 College Avenue, Maidenhead, Berkshire

Tel: 0628 28225

INDEPENDENT SCHOOL R/C

For September 1983. Bio-Chemist with Diploma of Education to teach Chemistry and Biology in an expanding department. A post suitable for a beginner, Burnham Scale 1.

Apply to The Headmistress, enclosing c.v. and names of two referees. (15937) 184824

ESSEX

Qualified teacher required for well established co-educational day school to take Physics and Biology to 'O' Level. Scale 1 Post. Burnham Salary. London Weighting Allowance.
Applications to Headmaster, Raphael School, 35 Junction Road, Romford, Essex. (05123) 184824

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
25 Kent Road, Southsea, Hants PO5 3EQ
Urgently required for September 1983, a graduate Chemist to teach Nuffield Chemistry to O Level and some General Science to lower forms. Nuffield sixth form work available for a suitable candidate. Ability to offer O Level Physics an advantage.
Written applications only should be addressed to The Headmistress, enclosing curriculum vitae, the names and addresses of two referees and a stamped addressed envelope. (13282) 184824

CLEVELAND

YARM SCHOOL
Cleveland
(Day Grammar School - 350 boys).
Required (if possible) for September 1983.
A graduate to teach Chemistry to A-level. Help with games and/or extra curricular activities is expected. Accommodation is available.
Salary above Burnham.
Applications, with full C.V. and the names, addresses and telephone Numbers of two referees to the Headmaster, Yarm School, The Friarage, Yarm, Cleveland. (15263) 184824

Speech and Drama

Other Assistants

SURREY

PARSONS MEAD
Ashtead, Surrey

Girls' Independent Day and Boarding School

480 Girls, 5 - 18 years. GBSA & GSA Member

Required September 1983, a full-time specialist teacher of Speech & Drama. The successful candidate will be responsible for individual and group private elocution throughout the Junior & Senior Schools in preparation for the examinations set by the Guildhall School of Music and Drama, and School productions which include one major play a year. In addition the candidate will share in the teaching of English in the first two years of the Senior School. The post will be for one year in the first instance. Scale post (Burnham) for a suitably qualified and experienced person. London Fringe Allowance, Government superannuation.

Apply in writing to the Headmistress with names and addresses of two referees. (14376) 185224

Other than by Subject Classification

Other Assistants

LONDON

Required a.s.a.p. part time Teacher for Infants and Juniors in the Hackney area for afternoons only, some classes start at 4.30 p.m. Tel: Headmaster on 802 8235 in Independent School Dept. (58227) 185624

LONDON

Required in September for a small private school, to teach 11 to 16 years in small tutorial groups, possibly taking responsibility for a form.
1) A Maths/Biology teacher. Preference given to applicants who could offer Computing. All subjects taken to 'O' level. Full time.
2) Maths/Physics/Chemistry. To teach Physics and Chemistry to 'O' level and Maths to a Middle School Group. Part Time.
C.V.'s to Miss S. Evans, Gatehouse Learning Centre, Sewardstone Road, London E2. Tel: 980 2978. (14324) 185624

WEST SUSSEX

ARDINGLY COLLEGE
Haywards Heath
(HMC, 440 pupils 13 - 18, boys and girls, mainly boarding; Junior School on campus).
BUSINESS STUDIES
Required for next September a woman graduate to teach Business Studies and to have pastoral duties with the newly started boarding Girls. Ability to teach other subjects and to help with games and activities a distinct advantage.
Accommodation for a single lady is available.
Please apply to the Headmaster with a c.v. and the names, addresses and telephone numbers of two referees. (14143) 185624

WEST SUSSEX

Required in September, Teacher of PE/Boys' Games/Music/German.
For further details, Tel: Deputy-Head Chichester 787551. (14393) 185624

Co-ed Secondary Independent Boarding school would consider amalgamating or taking over pupils from a similar school.
Apply Box No. TES 4618 The Times WC1X 8EZ. (00344) 185624

GRADUATES required September to teach the following subjects to 'O' and 'A' level: Arabic, Spanish, Biology, Physics, Statistics. Part-time.
Apply in writing with c.v. and names of two referees to: The Principal, Ashwell House Study Centre, 29 Pembridge Sq. London W2 4DS. Please enclose s.a.e. for reply. (15939) 185624

IBSTOCK PLACE SCHOOL
(Demonstration School of the Froebel Institute)
Clarence Lane, Roehampton, London SW15

PART-TIME POSTS

Following the expansion of the School, we urgently need **this September** part-time teachers to fill certain gaps in the curriculum. Ibstock offers a continuous education from 3 up to O Levels at 16. It has well equipped buildings and a splendid rural environment on the edge of Richmond Park. Salaries are Burnham plus Inner London Weighting. These vacancies are in the Senior Department (age 11 to 16):

- HOME ECONOMICS – afternoons only
- GIRLS' GAMES – perhaps two sessions
- MECHANICAL ENGINEERING – mainly car maintenance – afternoons only
- DRAMA – two or three afternoons
- GEOGRAPHY up to O Level – four days a week
- FRENCH or SPANISH – two or three sessions
- REMEDIAL ENGLISH for two small groups – two to four sessions

Apply immediately by letter with CV and names of two referees to the Headmaster.

MASTERS/Mistresses/Matrons requiring posts in Independent Schools, should write with s.a.e. Sec. F.I.S., Pool Cottage, Marringdean Road, Billingshurst, Sussex. (08434) 185624

Preparatory Schools

Headships

BELFAST

CAMPBELL COLLEGE PREPARATORY SCHOOL (CABIN HILL)
IAPS 7+ to 13+ Boarding and Day School, over 300 pupils (with plans for further development).
On the retirement of the present Headmaster, Mr. C. L. Vye, M.A., Dip.Ed., applications are invited for the Headship of Cabin Hill with effect from January 1st, 1984.
Preliminary information may be obtained from the Headmaster, Campbell College, Belfast BT4 2ND, to whom applications with CURRICULUM VITAE and the names of three referees should be sent by July 25, 1983. (14083) 200010

By Subject Classification

English

Other Assistants

KENT

MARLBOROUGH HOUSE SCHOOL
Hawkhurst, Kent

will have a vacancy in January, 1984 for an experienced and enthusiastic teacher of senior English to C.E. and P.S.S. standards. The post will carry the additional responsibility of Director of Studies.

Marlborough House prepares pupils for major Public Schools. This post will be of interest to one who would appreciate helping maintain close links with Public Schools and advising the Headmaster in all matters academic in this small and efficient school set in beautiful grounds. Accommodation is available. Remuneration will be based on Burnham Scale 2.

Interviews will be held in September. The successful candidate will be required to attend a medical examination at the School's expense.

Write or telephone Ian Ross, the Headmaster, Hawkhurst (05805) 3555 for an application form. (14069) 202424

Mathematics

Heads of Department

HERTFORDSHIRE

HEATH MOUNT SCHOOL
Woodhall Park, Hertford.
(I.A.P.S. boarding and day school)
Required for January, 1984, Head of Mathematics Department to teach common entrance and scholarship maths. An interest in golf and cricket would also be appreciated. Bachelor accommodation is available if required. Salary offered will be above Burnham Scale 1.
Apply with full c.v. and names of two referees to The Headmaster. (13272) 203418

Modern Languages

Other Assistants

ESSEX

GOSFIELD SCHOOL
Halstead, Essex CO9 1PF
Boys aged 8 - 16 years
Required in September, Resident or Non Resident teacher of French throughout the school and limited help with general subjects. Assistance with sport and supervision duty. Burnham Scale 1.
Apply giving names of two referees to The Headmaster. (14224) 203624

ESSEX

RE-ADVERTISEMENT
Required in September, enthusiastic qualified teacher of French with an appetite for academic success, energy for games/sport and a sense of humour. IAPS School of 180 boys (85 boarders) + pre-prep. The post involves some of the French teaching at all levels from 8 to 13; there is setting by subjects in most years and a separate scholarship stream. The successful applicant will work closely with the Head of Department; a real opportunity for a young/inexperienced teacher. Salary Burnham Scale plus; Government superannuation.
Please apply, giving references, to: The Headmasters, Holmwood House, Lexden, Colchester, Essex. (15759) 203624

Physical Education

Other Assistants

LEICESTERSHIRE

NEVILL HOLT
Market Harborough, Leicestershire LE16 8EG
IAPS boys boarding/day school in conversation area required September young person to take charge of Physical Education and teach middle school Maths. Must be ale to coach rugby, cricket, hockey, football and gymnastics to a high standard. Bachelor accommodation only available. Burnham Scale and DES Superannuation.
Apply in writing with full c.v. and name and telephone number of two referees to the Headmaster. (15050) 204224

Other than by Subject Classification

Other Assistants

BUCKINGHAMSHIRE

GATEWAY SCHOOL
Independent co-ed day school 3 - 13 years
80 staff/300 pupils
New appointment for September 1983
Teacher with academic and pastoral responsibilities in the 9 - 13 age range. Preferred subjects from Maths, Science, Geography, History. Ability to assist with boys' games essential.
Apply by letter by 18th July to the Principals, The Gateway School, Great Missenden, Bucks. HP16 9AA. Tel: Great Missenden (02406) 2407. Burnham Scale 1. (14323) 205624

CROYDON

WINTON SCHOOL
Preparatory Department (8 - 11).
Required in September, 1983, a qualified teacher of general subjects for a form of 14 pupils. Burnham Scale 1.
Apply in writing stating main subject interests, with c.v. and name of two referees to The Headmaster at 205, Addiscombe Road, Croydon CR0 6SP. (13488) 205624

SURREY

Required for September 1983 qualified teacher for 4 - 5 year olds in an I.A.P.S. Day boys R.C. Preparatory School in Surrey.
Application forms by post from: The Headmaster, Cranmore School, West Horsley, Surrey KT24 6AT. (14092) 205624

DEVON

(RURAL)
Very small country-house private boarding/day co-ed. prep. school, unspoilt surroundings, founded 1981, growing steadily, seeks young MASTER, 20s, for Sept. to teach most subjs. to small new form 10 - 11 year olds; some older/younger work possible. Essentials: traditional ideas, public school education, keenness on games and full involvement in school life.
Details from Headmaster, Shobrooke House, Crediton. (12161) 205624

LONDON

NORTH BRIDGE HOUSE SCHOOL
Independent Co-Educational Preparatory School
Regent's Park, London NW1
Required for September a qualified teacher to teach general subjects to a class of 10 to 11 year olds in this large preparatory school. Ability to assist with boys games essential. Salary according to qualifications on the London Burnham Scale.
Apply with Curriculum Vitae and names of two referees to: The Headmaster, North Bridge House School, 14 - 15 Gloucester Gate, London NW1 4HQ. (13675) 205624

Colleges of Further Education

Directors and Principals

HERTFORDSHIRE

CASSIO COLLEGE
in association with the Palace Theatre, Watford
ASSOCIATE DIRECTOR FOR THEATRE IN EDUCATION
Watford
Salary: Burnham Technical Scale: Lecturer I £5,649 - £9,735 plus £246 p.a. London Fringe Allowance.
Further details and application forms from Mr. Peter Crookes, Head of Department, Youth and Community Service, Cassio College Annexe, Carey Place, Watford. Tel: Watford 31451.
Closing date - 22nd July 1983. (14305) 220016

Heads of Department

SALFORD
CITY OF SALFORD

SALFORD COLLEGE OF TECHNOLOGY

Applications are invited for the post of HEAD OF DEPARTMENT OF FOOD AND HOME ECONOMICS (GRADE V)

to be offered from 1st January 1984.

As the Department offers a wide range of courses in Catering, Bakery, Meat Technology and Home Economics. Applicants should be suitably qualified and be able to provide management leadership in a large multi-disciplinary department. Recent appropriate industrial experience would be an advantage.

Salary:- Burnham HOD Grade V - £15,305 - £17,091 p.a.

Further particulars and forms and application may be obtained from the Principal, Salford College of Technology, Frederick Road, Salford M6 6PU. Tel: 061 7366541, to whom completed forms should be returned without delay. (13219) 220018

Other Appointments

AVON COUNTY
EDUCATION COMMITTEE

SOUNDWELL TECHNICAL COLLEGE
St. Stephens Road, Bristol BS16 4RL

Tel: 0272 675101/4

Required for 1st September 1983 or as soon as possible thereafter.

LECTURER GRADE II to teach Motor Vehicle Science, Drawing and Mathematics to T.E.C. part-time and full-time students. The ability to assist in other areas of work including parts department practice and motor vehicle technology would be advantageous.

LECTURER GRADE I to teach Motor Vehicle Electrical/Electronics subjects, both practical and theoretical to integrated and day release students. Experience in the field of Fuel Injection Engineering would be an asset.

Salary in accordance with Burnham Scales for F.E. Teachers.

Teaching qualifications and/or industrial experience will be an advantage.

Further information and application forms from the Chief Administrative Officer. (15936) 320026

NORFOLK COLLEGE OF ARTS AND TECHNOLOGY KING'S LYNN

Principal

As a result of the impending retirement of Mr M. L. Havery, applications are invited for the post of Principal to take office from 1st January, 1984 or a soon as possible thereafter.

The salary will be at an appropriate point within the Burnham FE scale for a Group 7 College.

The successful candidate will have wide experience and appropriate qualifications and be able to advance the work of the College in an effective and imaginative manner.

Application forms and further details (sae please) may be obtained from the County Education Officer (ref. F/60), County Hall, Norwich NR1 2DL, to whom completed forms should be returned by 19 August, 1983.

Strathclyde Department of Education

Further Education

Applications are invited for the undernoted posts. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

HEAD OF DEPARTMENT

GLASGOW COLLEGE OF BUILDING & PRINTING, 60 North Hanover Street, Glasgow G1 2BP. DESIGN AND PHOTOGRAPHY. Head of Department (Grade II), £16,134. Degree (or equivalent), professional qualifications, and high-level academic background essential. To lead a large department with course coverage across a broad range of visual communication including Interior Design, Photography, Graphic Design and Technical Communications.

SENIOR LECTURERS/LECTURERS

GLASGOW COLLEGE OF BUILDING AND PRINTING, 60 North Hanover Street, Glasgow G1 2BP. BUILDING SURVEYING. Sen. Lect. 'A'. Course Leader for Diploma course and for development of a Degree course. Applicants must be Chartered Surveyors and have appropriate practical and academic experience.

INTERIOR DESIGN AND RELATED SUBJECTS. Lect. 'A'. Degree and/or professional qualifications. Relevant experience in 3-Dimensional Design Projects and Professional Practice. To teach Interior Design and Related Subjects to a range of courses including Final Diploma/Degree level in Interior Design.

GLAZING AND BUILDING SUBJECTS. Lect. 'B' (Temp.) CGLI Craft Certificate in Glazing, preferably with Supplementary Subjects or HC Building.

PLASTERING AND BUILDING SUBJECTS. Lect. 'B' (Temp.) CGLI Advanced Craft in Plasterers' Work, preferably with Supplementary Subjects or HC Building.

GLASGOW COLLEGE OF NAUTICAL STUDIES, 21 Thistle Street, Glasgow G5 9XB.
COMPUTER SUBJECTS. Lect. 'B'. Degree, HND or equivalent in Computer Studies.
CONTROL, SYSTEMS AND INSTRUMENTATION. Lect. 'B'. Degree, HND or HNC in Industrial Measurement, Instrumentation and Control (or equivalent).

SALARIES	
Senior Lecturer 'A'	£12,228–£13,572 (Bar) £15,411
Lecturer 'A'	£8,313–£12,228 (Bar) £13,125
Lecturer 'B'	£7,644–£10,413

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the College concerned to whom completed applications should be returned not later than 22 July, 1983.

EDWARD MILLER, Director of Education

BARKING AND DAGENHAM

BARKING COLLEGE OF TECHNOLOGY
Applicants are invited for the following full-time Lecturer posts:-
LECTURERS GRADE I
(i) Secretarial Studies - Specialising in Secretarial Duties and Office Practice over a wide range of BEC, YTS and Secretarial Courses.
(ii) Business Studies - Book-keeping, Accountancy, Data Processing and Commerce. Ability to offer French for Business Courses would be an advantage. Courses include GCE, BEC, YTS Secretarial and Management.
On application, please state clearly in which post you are interested.
SALARY SCALE.
Lecturer Grade I - £6,588 to £10,674 p.a. inclusive.
Commencing point on the scale will depend upon qualifications and previous experience.
Application forms and further details from:-
The Administrative Officer, Barking College of Technology, Dagenham Road, Romford RM7 0XU. (Please enclose foolscap s.a.e.) Completed forms must be returned within fourteen days of the appearance of this notice. (14367) 220026

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION
Lecturer I in English and Communications (temporary 1 year appointment).
Applications are invited for the above post commencing on 1st September 1983.
Applicants should be graduates with appropriate teaching qualifications and experience; some experience of working in business would also be an advantage. The successful candidate will be required to teach English and Communications (including BEC General Module in People and Communications) to Secretarial, Basic Commercial and YTS courses.
Salary Scale: £5,649 - £9,735 plus £231 London fringe allowance.
Berkshire has a scheme for assisting with removal expenses and is an equal opportunities employer.
Further information and applications forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY.
Closing date: 29th July 1983. (14947) 220026

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION
Lecturer I in General and Communication Studies
(Temporary 1 year appointment)
Applications are invited for the above post commencing on 1st September 1983.
Applicants should be graduates with appropriate teaching qualifications and teaching experience. The successful candidate will be required to teach General and Communication Studies (including Social and Life Skills) to TEC courses, C & G kCraft Courses, Hairdressers and YTS courses.
Salary scale: £5,649 - £9,735 plus £231 London fringe Allowance.
Berkshire has a scheme for assisting with removal expenses and is an equal opportunities employer.
Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough, SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.
Closing date: 22nd July 1983. (13609) 220026

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION
Lecturer I in Basic Literacy/Numeracy (temporary one year contract).
Applications are invited for the above post commencing on September 1st, 1983.
Applicants should be qualified to teach literary/numeracy to young school leavers on Basic Skills Courses and plan project and option schemes integrated with work experience.
Salary Scale: £5,649 - £9,735 plus £231 London fringe allowance.
Berkshire has a scheme for assisting with removal expenses and is an equal opportunities employer.
Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.
Closing date: 20th July, 1983. (14940) 220026

BEDFORDSHIRE

BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF ENGINEERING
LECTURER I IN TELECOMMUNICATIONS/ELECTRONIC ENGINEERING.
This appointment to be effective from 1 September 1983, or as soon as possible thereafter.
Applicants should be qualified to Technician Engineer level and preferably have both industrial and teaching experience. Areas of work to be taught include radio, switching and digital techniques.
Further details and application form available from the Director, Bedford College of Higher Education, Cauldwell Street, Bedford MK42 9AH (0234) 45151. (13261) 220026

BIRMINGHAM

CITY OF BIRMINGHAM EDUCATION DEPARTMENT
BROOKLYN TECHNICAL COLLEGE GREAT BARR
Aldridge Road, Birmingham B44 8NE
Tel. 021-360 3543
LECTURER II (ELECTRONICS) - YOUTH TRAINING SCHEME
This post is within a newly designated College Youth Training Unit.
Requirements are to teach electronics within a range of Occupational Training Families; to assist in curriculum planning and development of broadbased training in educational Y.T.S. courses and in the day-to-day running of the Unit.
Applicants must possess teaching experience and qualifications, commitment to the philosophy of Y.T.S. and show enthusiasm, initiative and leadership.
Salary Scale for the above post: £7,215 - £11,568.
Removal Expenses: There is a scheme for assistance.
Application forms and further particulars obtainable from the Principal to whom they should be returned as soon as possible. (14929) 220026

BOSTON

BOSTON COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I - MATHEMATICS
Graduate mathematician required to teach mathematics in a wide range of courses including G.C.E. 'O' and 'A' level. TEC and MSC Numeracy.
LECTURER GRADE I - COMPUTING.
Applications are invited ... computer systems and Computer Literacy. The successful candidate will be required to have a good working knowledge of C.O.B.O.L.
Application forms for both posts may be obtained from the Principal Boston College of Further Education, Rowley Road, Boston PE21 6JF. Tel: Boston 65701. (13289) 220026

BRISTOL

BRISTOL POLYTECHNIC
DEPARTMENT OF EDUCATION
TEMPORARY LECTURER/SENIOR LECTURER IN PRIMARY EDUCATION - Ref L/70
Applications are invited for the post of full-time Lecturer in Primary Education from candidates with up to date experience of primary (preferably junior) school teaching and a particular interest in environmental studies. The post offers a challenging opportunity to gain experience of teacher education. Applications from persons who can be seconded would be considered.
This post is from 1 September 1983 in the first instance.
ASSOCIATED LECTURER/SENIOR LECTURER - SPECIAL EDUCATION - Ref L/73
Applications are invited for the post of Associate Lecturer (half time for one year) in Special Education. The successful candidate will contribute both to initial and in-service courses. Applicants should have appropriate teaching experience and some experience of teacher education would be an advantage. Applications from persons who can be seconded would be considered.
SALARY SCALE: LII £7,215 - £10,683 (bar) - £11,568 per annum.
SL £10,683 - £12,552 (bar) - £13,443 per annum.
Associate Lectures are appointed on pro rata basis to the above salary scales.
The appointment will be made on the appropriate scale according to relevant previous experience/service. (Progression from the LII scale to the SL scale is in accordance with the provisions of the Burnham Further Education Report).
For further details and application form, to be returned by 22 July 1983, please contact the Personnel Office, Bristol Polytechnic Coldharbour Lane, Frenchay, Bristol or ring Bristol 656261, Ext. 216 or 217.
PLEASE QUOTE APPROPRIATE REFERENCE NUMBER IN ALL COMMUNICATIONS. (14843) 220026

CHESHIRE

EDUCATION COMMITTEE
HALTON COLLEGE OF FURTHER EDUCATION
Kingsway, Widnes, Cheshire
DEPARTMENT OF BUSINESS & GENERAL EDUCATION
... BUSINESS TECHNOLOGY
Required 1st January 1984.
Further particulars obtainable from Principal's Secretary (051-423 1391).
Closing date: Monday, 18th July 1983. (15068) 220026

ilea colleges

INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award. LECTURER GRADE I (and part-time prorata). On an incremental scale within the range of £5,649–£9,735 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,215–£11,568. For all posts, unless stated otherwise, there is an Inner London Allowance of £939. ILEA is an equal opportunities employer.

BRIXTON COLLEGE
56 Brixton Hill SW2
Required for the General Education Department as soon as possible
LECTURER II IN NUMERACY
Applicants should have appropriate qualifications for teaching basic-level numeracy to adults and 16–19 year-old students, and for co-ordinating Numeracy teaching in the Department.
Teachers with relevant FE/secondary/Primary experience will be considered.
Closing date 22 July 1983.
Applications from The Applications Secretary at the above address. Please quote Reference No.G67 and enclose a stamped addressed envelope.

CITY & EAST LONDON COLLEGE
Pitfield Street, N1 6BX
Tel: 01-253 6883
Department of Applied Social Studies and General Education
LECTURER I in CAREERS EDUCATION
Required for September, 1983 to teach careers education on a range of courses and to act as College tutor to a Bridging Course.
LECTURER I in APPLIED SOCIAL STUDIES
Required for September, 1983 to teach on a range of related courses. The post will include a specific teaching and tutoring role on the PCSC course run by the department.
An application form and further details may be obtained from the Secretary to the Vice Principal (telephone 01-253 6883) to whom forms should be returned within TEN days of the appearance of this advertisement.

COLLEGE FOR THE DISTRIBUTIVE TRADES
30 Leicester Square, WC2H 7LE
REQUIRED PART TIME TUTORS for a Social and Life Skills Induction Week for the Youth Training Scheme in late August/early September 1983.
If you would like to be involved in such a programme please write to George Brown, Department of Marchandising, College for the Distributive Trade, 30 Leicester Square, London WC2H 7LE.

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, W14 9BL
LECTURER II
COMPUTER STUDIES
To teach Computer Studies and Data Processing to Business Studies students at BEC National and BEC General levels including School Link Courses. (Re-advertisement).
LITERACY/COMMUNICATION
To teach and take responsibility for curriculum development of language work on courses of basic pre-vocational education.
LECTURER I
CARPENTRY/JOINERY
To teach these subjects and some Machine Woodwork to craft level and some areas to advanced level and also associated subjects.
CHEMISTRY
To teach chemistry to students on GCE "O" and "A" level and on the International Baccalaureate.
LAW
To teach law and related subjects on BEC and professional courses. Candidates for the posts should have appropriate degrees and professional qualifications with sound experience.
Application forms and further details from the Principal (Appointments) to be returned by 1 August.

SOUTH EAST LONDON COLLEGE
Lewisham Way, SE4 1UT
Department of Communication and Liberal Studies
LECTURER I IN NUMERACY (Ref. CLS. 92)
required for September 1983, to teach on a range of courses in a section of the department which makes provision for unqualified and underachieving school-leavers and adults. Candidates should be teacher-trained and willing to operate in both individual and group learning situations.
Assistance may be given towards household removal expenses.
Further information and application forms may be obtained from the College at the above address (tel 01-692 0353, ext. 308). *Applications to be returned by 22 July 1983. It is essential to quote the reference number.*

SOUTH WEST LONDON COLLEGE
Management Studies Department
LECTURER II In Counselling and Interpersonal Skills is required for September 1983 to share in the teaching, supervision and counselling work of the section. The section provides courses for people engaged in counselling in the educational, medical, social, youth and community fields.
Applicants should have experience in humanistic psychology and a relevant qualification together with experience in counselling, self-directed learning and training in interpersonal skills.
Assistance may be given towards household removal expenses. Further details and forms of application returnable within 14 days from Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 0TQ. (T 273).

GWYNEDD COUNTY COUNCIL

COLEG GLYNLLIFON
Gwahoddir ceisiadau am y swydd o
BRIFATHRO
I gychwyn ei ddyletswyddau ar Ionawr 1af, 1984.
Dylai ymgeiswyr fod â Gradd neu Ddiploma Uwchraddol mewn Amaethyddiaeth, yn ogystal â phrofiad addas, a bydd yn angenrheidiol bod yn rhugl yn y Gymraeg.
Cyflog yn unol â Graddfa Addysg Bellach Burnham. Coleg Grwp 2 (£16,194).
Ffurflenni cais a manylion pellach gan y Cyfarwyddwr Addysg, Adran Addysg Bellach, Swyddfa Addysg, Lôn Priestley, Caernarfon.
Dyddiad cau – 29 Gorffennaf, 1983
(The above is an advertisment for the post of PRINCIPAL of the Glynllifon College of Agriculture).

STOCKPORT COLLEGE OF TECHNOLOGY
LECTURER I in BASIC EDUCATION NEEDS
To work alongside existing staff to develop effective methodologies in the teaching of elements of basic education with special reference to literacy and related staff development, duties to commence on 1st September or as soon as possible thereafter.
Salary scale: £5,649–£9,735.
Application forms and further particulars may be obtained from:
The Principal,
Stockport College of Technology,
Wellington Road South,
Stockport SK1 3UQ.
Tel: 061-480 7331.
Quoting reference 590. Closing date for applications 22nd July, 1983.

Training/Development Supervisors
(2 Posts)
Cambridge
c. £8,000 (under review)
The Cambridge Information Technology Centre, under the sponsorship of the Cambridge City Council, will promote employment and training opportunities for unemployed young people. Central to this activity is the intention to create hardware and software services to local industry and commerce.
SUPERVISORS must be able to demonstrate a sympathetic approach to the needs of young people and to provide training guidance in the following areas:
(i) Computer Software and Systems. In addition to teaching a range of languages and software tools on modern micro-computer systems, the holder of this post should be able to initiate and enthusiastically guide student projects.
(ii) Office and Commercial Systems. This post includes teaching modern office methods including the use of word processing and small business computers and their application in assisting with day to day running of the Centre. Some secretarial work is also involved.
These are ground floor opportunities to take part in the creation of a new facility for Cambridge with the prospect for further promotion. Salaries and conditions of service will be reviewed further when the Cambridge ITeC becomes an independent limited company.
Application forms and job descriptions are available from the Personnel Officer, The Guildhall, Cambridge (Tel: Cambs. 358977, Ext. 270).
Closing date: 25th July, 1983.
City of Cambridge
An equal opportunity employer

Lancashire County Council

An Equal Opportunities employer
PRESTON W. R. TUSON COLLEGE
St. Vincent's Road, Fulwood, Preston
1st September, 1983 or as soon as possible thereafter.
LECTURER 1 – DIVISION OF SCIENCE – PSYCHOLOGY
Forms/further details from/to The Chief Administrative Officer at the College, SAE please.

ACCRINGTON AND ROSSENDALE COLLEGE
Sandy Lane, Accrington
1st September, 1983.
PRO-RATA LECTURER GRADE 1 – ASSOCIATE LECTURER. 20 HRS/WEEK FOR ADULT STUDIES FOR TEACHING/ORGANISATION OF ENGLISH AS A SECOND LANGUAGE AND OPEN COLLEGE
Forms/further details from/to District Education Officer, Education Office, Ewbank House, Accrington. SAE please.

Temporary Post
NELSON AND COLNE COLLEGE
Scotland Road, Nelson
1st September, 1983.
TEMPORARY ONE YEAR APPOINTMENT – LECTURER 1 TO BE RESPONSIBLE FOR THE TEXTILE CRAFT COURSE PROGRAMME AT GAWTHORPE HALL, PADIHAM, NR. BURNLEY. APPLICANTS SHOULD HAVE A DEGREE OR EQUIVALENT IN CREATIVE TEXTILES
Forms/further details from/to The Chief Administrative Officer, at the College, Telephone (0282) 68411. SAE please.

COLLEGES OF FURTHER EDUCATION
continued

CHESHIRE

EDUCATION COMMITTEE
NORTH CHESHIRE COLLEGE
Available from 1st September, 1983.
LECTURER I SOCIAL STUDIES
to teach Core Skills on YTS Courses.
LECTURER I GENERAL STUDIES
to teach General and Communication Studies on NWRAC, TEC and BEC Courses.
LECTURER I HORTICULTURE
to teach City and Guilds Horticulture to YTS students.
Application forms and further particulars available from (SAE please) Principal Administrative Officer, North Cheshire College, Padgate Campus, Fearnhead, Warrington WA2 0DB.
Closing date Friday 22nd July, 1983. (04897) 220026

DERBY

DERBY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
LECTURER I IN DISTRIBUTION
Applications are invited for the post of lecturer I in Distribution from 1st September 1983.
The successful candidate will teach Distribution and offer one or two other modules up to B.E.C. General Level.
Salaries will be in accordance with salary scales for teachers in establishments in further education, viz. £5,344 - £9,267 (under reveiw).
Application forms and further particulars are available from The Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby DE2 8UG and should be returned by 18th July.
Derbyshire County Council is an Equal Opportunity Authority. (15507) 220026

GLOUCESTERSHIRE

WEST GLOUCESTERSHIRE COLLEGE OF FURTHER EDUCATION
College Road, Cinderford, Glos.
Tel: Dean 22191
Department of Management, Business Studies and General Education
Applications are invited for the following full-time teaching posts: Ref. I Lecturer Grade I to teach Secretarial Studies. Ability to offer Word Processing an advantage. Ref. II Lecturer Grade II to teach Accounts and Business Studies. Ability to offer computing experience an advantage.
Full details and application form from the Principal (State Reference). S.a.e. (14528) 220026

GLOUCESTERSHIRE

GLOUCESTERSHIRE COLLEGE OF ARTS & TECHNOLOGY
Post No. 4730027 - LECTURER GRADE II
The College wishes to appoint an L.II IN TRADE UNION STUDIES to teach on a full range of ten day TUC Courses, 1 & 2 day TUC Workshops, and specific courses for Trade Unions; to assist in the maintenance and further development of the existing programme of short courses and to assist with Trade Union Studies input in the YTS.
The person appointed should have a good degree in an appropriate discipline and teaching experience in the field of industrial relations to adult students in Trade Unions, WEA, Extramural, or on similar courses.
Application form and further details available from Administrative Officer (Staffing), Gloucestershire College of Arts & Technology, Oxstalls Lane, Gloucester GL2 9HW, S.A.E. PLEASE. (12162) 220026

HAMPSHIRE

FAREHAM TECHNICAL COLLEGE
Required for 1st September 1983, LECTURER GRADE I in PHYSICS, or as soon as possible thereafter, to teach Physics up to G.C.E. 'A' level.
Candidates should be graduates with a teaching qualification, Salary within the range £5,649 - £9,735
Application forms and further details from: The Principal, Fareham Technical College, Bishopsfield Road, Fareham, Hants. PO14 1NH Please send S.A.E.
Applications should be returned within 10 days of the appearance of this advertisement. (14286) 220026

HAMPSHIRE

COUNTY COUNCIL
SOUTHAMPTON TECHNICAL COLLEGE
LECTURER GRADE I IN GENERAL & COMMUNICATION STUDIES
Required from 1st September 1983.
Applicants MUST be registered unemployed.
Salary Scale £5,649 to £9,735 per annum.
Application forms and further details available from: The Principal, Southampton Technical College, St. Mary Street, Southampton SO9 4WX, to whom completed forms should be returned by Monday, 18th July 1983. (15786) 220026

HEREFORD AND WORCESTER

COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE
Bromsgrove
DEPARTMENT OF COMMUNITY STUDIES
LECTURER I IN SOCIAL WORK
A Lecturer is required to join a team engaged in running The Certificate in Social Service and In-Service Courses in Social Care (validated by CCETSW).
Applicants should have appropriate qualifications and experience.
Salary Scale: £5,649 - £9,735 per annum, according to qualifications and experience.
Further details and application form available from The Principal, North Worcestershire College, School Drive, Stratford Road, Bromsgrove. (14298) 220026

HERTFORDSHIRE

HERTFORDSHIRE COLLEGE OF AGRICULTURE AND HORTICULTURE
Oaklands, St Albans, Herts AL4 0JA
LECTURER 1A
In September we commence a two year full time course for young people of 16 - 19 years of age with MODERATE LEARNING DIFFICULTIES.
Applications are invited from suitably qualified candidates with the necessary practical experience to teach basic FARM AND ESTATE MAINTENANCE SKILLS. Commitment to work with students of a limited ability will be essential.
Salary Scale £5992 - £9759.
Application form and further details available from the Bursar telephone St albans 50651. (14310) 220026

JERSEY

STATES OF JERSEY EDUCATION COMMITTEE
HIGHLANDS COLLEGE OF FURTHER EDUCATION
Applications are invited for ONE of the following Lecturer I posts, from 1st January 1984 or earlier if possible:- EITHER Nursery Nursing Tutor (NNEB) Applicants must be either a teacher, qualified Nursery/Infants, with NNEB experience or NNEB trained and experienced.
OR Home Economics for Family and Community Care (CGLI 794) tutor. Relevant qualifications and experience essential.
Further details and application forms are available from the Director of Education, Education Department, P.O. Box 142, St. Saviour, Jersey, Channel Islands. Closing date for applications 25th July 1983. (15927) 220026

KENT

EDUCATION COMMITTEE
WEST KENT COLLEGE OF FURTHER EDUCATION
Brook Street, Tonbridge, Kent
DEPARTMENT OF OFFICE ARTS
LECTRURER II in Information Technology required from 1st September 1983 to assist in development and introduction of information technology with particular reference to the use of small computer systems ranging from post-CSE to post-Graduate levels. Industrial/Commercial experience desirable particularly in the field of microcomputers plus academic qualifications in business and/or computer studies.
Salary Scale:- LECTURER II £7,215 - £11,568.
Application forms from:- Chief Administrative Officer, West Kent College of Further Education, Brook Street, Tonbridge, Kent. (15070) 220026

KIRKLEES

METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
Department of Vocational Preparation
FURTHER EDUCATION UNIT FOR STUDENTS WITH SPECIAL NEEDS
LECTURER II (Ref: HTC 447)
To establish and develop a Unit for students with Special Educational Needs who would previously have undertaken their further education in schools for pupils with moderate learning difficulties. The Unit will be largely self-contained and will have access to all College facilities. Experience and/or qualifications in Special Education would be a distinct advantage.
LECTURER I (Ref: HTC 448).
To work in the above Unit. The person appointed will need a wide range of personal, professional and practical skills combined with the flexibility to work in this new and developing area of Further Education.
Salaries (Burnham Scale): Lecturer II £7,215 - £11,568 p.a. Lecturer II £5,649 - £9,735 p.a. Incremental credit within this scale may be given for approved qualifications and teaching or industrial experience.
Application forms and further particulars are obtainable from the Principal to whom applications should be returned within 14 days of the appearance of this advertisement. (Please quote appropriate Ref No). (13507) 220026

LANCASHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
BLACKBURN COLLEGE OF TECHNOLOGY AND DESIGN
An Institution of Further and Higher Education
Fielden Street, Blackburn BB2 1LH
Applications are invited for the following posts:- LECTURER GRADE I IN BRICKWORK, LECTURER GRADE I IN MACHINE WOODWORKING.
Applicants should have appropriate qualifications and industrial experience to teach practical, technology and associated subjects to Advanced Craft Certificate of the CGLI. Teaching experience desirable but not essential.
Salary: Lecturer Grade I: £5,385 - £9,267 (subject to review).
For application form/further details send a stamped addressed foolscap envelop to the Principal at the College. Closing date for receipt of applications: Friday, 15 July, 1983. (14273) 220026

LEICESTERSHIRE

COALVILLE TECHNICAL COLLEGE
Bridge Road, Coalville, Leicester LE6 2QR
DEPARTMENT OF GENERAL EDUCATION.
LECTURER I in SOCIAL AND LIFE SKILLS - to teach Social and Life Skills and to contribute to the provision of effective profiling, counselling and tutorial support to trainees on the Youth Training Scheme.
DEPARTMENT OF BUSINESS AND MANAGEMENT.
LECTURER I in COMPUTER STUDIES AND DATE PROCESSING - to teach BEC/TEC and 'O/A' level work. Candidates should be familiar with the latest micro systems and basic programming.
Further details and application forms may be obtained from the Principal. (15017) 220026

LEICESTERSHIRE

RE-ADVERTISEMENT
WIGSTON COLLEGE OF FURTHER EDUCATION
Station Road, Wigston, Leicester LE8 2DW
DEPARTMENT OF BUSINESS STUDIES
Required from 1st September 1983 or as soon as possible thereafter. LECTURER I - in INFORMATION PROCESSING in Business to teach secretarial, BEC General and National level students. Commercial/Industrial experience will be an advantage.
Further details available. Applications (no forms) giving full details and the names and addresses of three referees should be sent to the Principal within 14 days of the appearance of this advertisement. (13239) 220026

LEICESTERSHIRE

WIGSTON COLLEGE OF FURTHER EDUCATION
Station Road, Wigston Magna, Leicester LE8 2DW
DEPARTMENT OF SOCIAL STUDIES AND SCIENCE
LECTURER I - required for 1st September 1983, to teach within the area of Social Science on a range of courses from CFE Caring Skills to 'O' and 'A' level Sociology and 'O' level Psychology.
Candidates should normally be graduates, posses a teaching qualification and have relevant experience within Further Education or the Caring Services.
Further details on request (SAE please). Applications (no forms) stating age, qualifications and experience together with the names and addresses of three referees (enclosing an SAE) to the Principal, within 14 days. (13238) 220026

LEICESTERSHIRE

COALVILLE TECHNICAL COLLEGE
Bridge Road, Coalville, Leicester LE6 2QR
DEPARTMENT OF GENERAL EDUCATION
LECTURER I in HAIRDRESSING - to act as course tutor and to teach the theory and practical of hairdressing to full-time students taking C & G 760 Hairdressing Certificate and to teach Hairdressing as part of a YTS programme.
DEPARTMENT OF ENGINEERING AND BUILDING.
LECTURER I in PLUMBING - to teach Plumbing to students on 1st to 4th year CGLI courses. Candidates must be able to demonstrate their own practical skills and be familiar with modern plumbing practice.
Further details and application forms may be obtained from the Principal. (15015) 220026

LEICESTERSHIRE

CHARLES KEENE COLLEGE OF FURTHER EDUCATION
Painter Street, Leicester LE1 3WA
DEPARTMENT OF COMMUNITY AND RECREATIONAL STUDIES
LECTURER I - required as soon as possible in the above Department to teach Dance/P.E.
Applications (no forms) to be sent to the Principal within 10 days of the appearance of this advertisement. (15016) 220026

LEICESTERSHIRE

HINCKLEY COLLEGE OF FURTHER EDUCATION
London Road, Hinckley, Leics LE10 1HQ
DEPARTMENT OF COMMUNITY STUDIES
Applications are required for the following posts, duties to commence 1st September 1983:-
LECTURER I in CATERING - to teach Catering, Food Service, Related Catering Theory and Allied Skills to students sitting C & G 705, 706/1 and 706/2. The person appointed will take on a course tutorship and share in the development of this growing area of work.
LECTURER I in COMMUNITY CARE - required, an appropriately qualified person, with experience in nursing or other caring services, to teach Community Care to Pre-Nursing and Care students on C & G and other vocational preparation courses. Person appointed will take on course tutorship and share in the development of new curricula in this growing area of the college's work.
Further particulars (SAE please) available from the Principal. Applications by letter within 14 days of the appearance of this advertisement. (15014) 220026

LINCOLNSHIRE

BOSTON COLLEGE OF FURTHER EDUCATION
DIVISIONAL LEADER IN CATERING SUBJECT ON SENIOR LECTURER GRADE
This is a senior post in a Matrix Organisation, the appointee will be responsible for leading a team of catering lecturers and totally resourcing all catering work. The appointment is from September 1st or as soon thereafter as possible.
Application forms may be obtained from the Principal, Boston College of Further Education, Rowley Road, Boston PE21 6JF. Tel: Boston 65701. (15022) 220026

Buckinghamshire Education Department

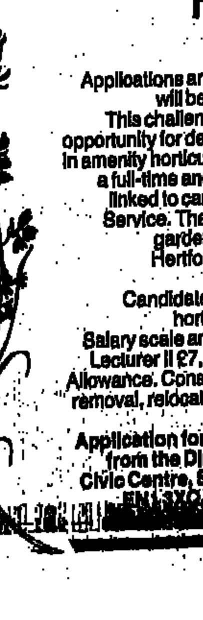
Assistant Education Officer
(Further Education)
Salary Scale PO5 (£13,395–£14,709 pa)
The person appointed to this fourth tier post will be based at County Hall and be responsible for various aspects of the work of colleges of further education and awards to students. Applicants should be graduates with varied teaching experience and preferably with experience in local government administration.
Car user allowance. 100% removal expenses, lodging allowances and assistance with legal expenses payable in approved cases.
Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of s.a.e. Closing date for applications 22nd July, 1983.

City of Salford
SALFORD COLLEGE OF TECHNOLOGY
Applications are invited for the following posts to be offered from 1st September, 1983 or as soon as possible thereafter.
DEPARTMENT OF ART AND INDUSTRIAL DESIGN
Lecturer II in Three Dimensional/Exhibition Design
Lecturer I in Graphic Design (one year contract)
DEPARTMENT OF BUSINESS AND MANAGEMENT
Lecturer II in Business Studies – Finance
Lecturer I in Marketing
DEPARTMENT OF INFORMATION PROCESSING
Lecturer I in Business Computing
Lecturer I in Secretarial Studies
Lecturer I in French/German
DEPARTMENT OF ENGINEERING
Lecturer I in Electronics and Control
Lecturer I in Audio and Electronic Systems
Lecturer II/Senior Lecturer in Manufacturing Technology
DEPARTMENT OF HUMANITIES
Lecturer II/Senior Lecturer in Music, one post in Band Musicianship and one in Instrumental Studies
Lecturer II in Music, responsible for Foundation Studies
Lecturer I/II in Recording and Studio Techniques.
Candidates should be graduates with appropriate professional/business/industrial experience. Professional qualifications are also desirable. Salaries in accordance with Burnham FE scales viz:

Lecturer Grade I	£5,649–£9,735 per annum
Lecturer Grade II	£7,215–£11,568 per annum
Senior Lecturer	£10,683–£13,443 per annum

Grade and starting salary in accordance with qualifications and previous experience. Further details and application forms (to be returned as ...

LONDON BOROUGH OF ENFIELD EDUCATION DEPARTMENT
Capel Manor Institute of Horticulture and Field Studies
Principal: Peter Robinson NDH, DHE
Bullsmore Lane, Waltham Cross, Hertfordshire EN7 5HR. Tel: Lee Valley 763849



LECTURER IN AMENITY HORTICULTURE
(Lecturer II)
Applications are invited for the above post which will be available from September 1983.
This challenging appointment will provide the opportunity for developing a wide range of courses in amenity horticulture. Currently the college offers a full-time and wide range of part-time courses linked to careers in the Parks and Recreation Service. The college is located in 100 acres of gardens and parkland on the borders of Hertfordshire countryside only 14 miles from Central London.
Candidates should possess an appropriate horticultural or teaching qualification.
Salary scale and conditions of service: Burnham Lecturer II £7,830–£12,183 inclusive of London Allowance. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (foolscap s.a.e.) obtainable from the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield, Middlesex EN1 3XQ. Tel: 01-366 6565, to whom they ...

BROMLEY COLLEGE OF TECHNOLOGY
Department of Business and Professional Studies
SL, LII & LI IN FINANCIAL/BUSINESS STUDIES
Salary Range:
SL: £10,683–£13,443 (+ £615 London Weighting)
LII: £7,215–£11,568 (+ £615 London Weighting)
LI: £5,649–£9,735 (+ £615 London Weighting)
Three posts exist to teach any combination of the folowing:
- Data Processing
- Quantitative Analysis
- Costing and Management Accounting
- Business and Administration
- Aspects of Organisations
- Management, Banking
- Investment and International Trade

Teaching experience on BEC would be an advantage. The level of appointment will be determined by qualification and experience. Application forms may be obtained from The Principal, Tel: 01-462 6331, Ext. 48.
Closing date for applications is 22nd July, 1983.

WILTSHIRE – CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham, Wiltshire, SN15 3QD.
DEPARTMENT OF ENGINEERING
LECTURER GRADE 2/SENIOR LECTURER IN ELECTRONICS
To commence duties on or before 1st January, 1984. Applications are invited from suitably qualified and experienced persons to develop and teach on courses up to TEC Higher Diploma Programme in Electronics. The successful candidate will be expected to play a major role in the ongoing development of microelectronics within the Department.
DEPARTMENT OF COMMUNICATIONS AND MEDIA STUDIES
LECTURER 1 FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS
Required for September or as soon as possible thereafter, with particular emphasis on Cookery, Pottery, Art and Light Crafts. A teaching qualification and experience of teaching in this area would be an advantage.
DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
LECTURER 1 IN BUSINESS STUDIES REQUIRED FOR SEPTEMBER 1983
Ability to offer Retailing and Distribution would be particularly welcome.
... to the Governors at the College (tel: (0249) 650501 Ext.27).

COLLEGES OF FURTHER ED

continued

MERTON

LONDON BOROUGH OF MERTON
MERTON TECHNICAL COLLEGE
LECTURER II required from 1st September, 1983 or as soon as possible thereafter, to be responsible for technician courses in PHARMACEUTICAL SCIENCES and G.C.E. 'A' and 'O' Level Courses in CHEMISTRY.
Salary: Burnham Scale Lecturer Grade II - £7,215 to £11,568 p.a., plus £939 p.a. London Allowance.
Application form and further particulars of the post available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to whom completed applications should be returned within two weeks of the date of this advertisement. (15038) 220026

NEWHAM

LONDON BOROUGH OF NEWHAM
WEST HAM COLLEGE
Principal: W.E. Williams, Dip. Pol. Sci. & Econ. (Oxon), Dip. Ed.
LECTURER I - SECRETARIAL STUDIES
To teacher a selection of subjects from Office Practice, Typewriting, Audio Typewriting, Shorthand Speedwriting, Word Processing and related subjects to BEC General, BEC National, various Secretarial and 'O' and 'A' level Courses.
Salary £5,649 - £9,735 plus London Weighting £939.
For further particulars and application forms please send s.a.e. to the Principal, West Ham College, Welfare Road, Stratford, London E15 4HT Tel: 01-555 1422. (14959) 220026

NORFOLK

NORFOLK COLLEGE OF ARTS AND TECHNOLOGY

Required for 1st September 1983

LECTURER GRADE I IN BUILDING CRAFTS
(1 year full-time appointment)

Required to teach, primarily, either Wood Trades or Trowel Trades, but must be able and willing to teach the earlier levels of both specialisms, on a range of courses from Craft to Youth Training Schemes.

LECTURER GRADE I IN CONSTRUCTION (GENERAL)
(1 year full-time appointment)

Required to reach general construction subjects including Technology on [illegible]

Salary scale: £5,649 - £9,735 p.a. (Current Burnham Scale).

Application forms and details obtainable from Chief Administrative Officer at the College, Tennyson Avenue, King's Lynn, Norfolk, on receipt of request with stamp. (13846) 220026

NOTTINGHAMSHIRE COUNTY COUNCIL

NEWARK TECHNICAL COLLEGE

LECTURERS Grade I
£5,649 - £9,735

Applications are invited for the following two posts with effect from 1st September, 1983, or as soon as possible thereafter.

COMPUTING, ELECTRONICS AND PHYSICS in the Department of Engineering and Science to teach on courses including GCE 'O' and 'A' level, TEC Certificate, and CG 224.

BUSINESS STUDIES in the Department of Business Studies and Management to teach on courses including BEC Diploma, RSA clerical and Secretarial.

Entry point on the scale according to qualifications and experience.

Application forms and further details are available from the Principal of the College, Chauntry Park, Newark, Notts NG24 1PB, telephone Newark 705921. Closing date 22nd July, 1983.

WEST NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER Grade I
£5,649 - £9,735

TROWEL TRADES

Required for 1st September 1983 or as soon as possible thereafter in the Department of Construction. This post has been created in response to the Youth Training Scheme. Applicants should have appropriate qualifications and broad industrial experience. Whilst teaching qualifications are desirable, but not essential, some experience in dealing with young people in training will be expected.

Entry point on the salary scale according to qualifications and experience.

Application forms and further details are obtainable from and should be returned to the Principal of the College, Derby Road, Mansfield, Notts NG18 5BH (telephone Mansfield 27191) to arrive by Monday, 18th July, 1983. (14580) 220026

OXFORD

MATHEMATICS TUTOR

With capability to teach to 'A' level Pure and Applied Mathematics, required by Private College in Oxford.

Please apply in writing with full C.V. to the Principal, St. Aldates College, Rose Place, Oxford. (13275) 220026

OXFORDSHIRE

COUNTY COUNCIL
WEST OXFORDSHIRE TECHNICAL COLLEGE
Holloway Road, Witney OX8 7EE
DEPARTMENT OF ENGINEERING & SCIENCE
Required for September 1983, a suitably qualified LECTURER I IN ELECTRICAL/COMPUTING subjects who must have an interest in teaching basic electrical/electronic engineering to full time, school link and part-time students as well as the ability to teach BASIC programming techniques to introductory level at least. A teaching qualifications will be an advantage.
Application form and further particulars available from the Principal. Closing date 2 weeks from date of this advertisement. Please send large SAE. (13516) 220026

PLYMOUTH

COLLEGE OF FURTHER EDUCATION
Plymouth.
LECTURER GRADE II
Mentally Handicapped (Adults) Unit.
(Temporary, initially to March 1985)
Required to organise and develop an educational programme for mentally handicapped adults having specific needs, within a special unit established from 1st February 1982. Apart from administering the unit, the person appointed will work in conjunction with Social Services, especially the Adult Training Centres who second students to the unit. Applicants should, preferably, have the Diploma for Teachers of the Mentally Handicapped (Adults) and have worked with handicapped adults. However, the principal qualifications are the ability to identify with the needs of such students and to develop an imaginative and creative curriculum.
Salary: £7,215 - £11,568 starting point dependent upon qualifications and experience.
Application forms and further particulars (SAE please) The Registrar, College of Further Education, Kings Road, Devonport, Plymouth PL1 5QG Telephone Plymouth 264707. (15902) 220026

PORTSMOUTH

HIGHBURY COLLEGE OF TECHNOLOGY
Portsmouth
[illegible] 1983.

Applications are invited for the following posts:

LECTURER I in French with English Language.

TEMPORARY LECTURER I in Sociology with Psychology (FULL TIME for 1 year).

Salary Scale £5,649 - £9,735 per annum.

Application forms and further details available from The College Secretary, Cosham, Portsmouth PO6 2SA.

Tel: (0705) 383131 Ext: 247. To be returned within 8 days. (14928) 220026

ROCHDALE

ROCHDALE TECHNICAL COLLEGE

Required from 1st September, 1983:-

LI IN SCIENCES.

LI (Temporary 1 year) IN ELECTRICAL ENGINEERING.

Salary within the range: £5,649 - £9,735.

Application forms and further details from: The Principal, Rochdale Technical College, St. Mary's Gate, ROCHDALE OL12 6RY.

Closing date: 25th July, 1983. (14939) 220026

ROTHERHAM METROPOLITAN COUNCIL

ROCKINGHAM COLLEGE OF FURTHER EDUCATION
Wath upon Dearne, Rotherham S63 6PX

(Tel: Rotherham 874310)

Required immediately.

2 TEMPORARY LECTURER I'S IN CATERING (£5,649 - £9,735 p.a.)

These are temporary full-time appointments initially for one year to teach and assist in the development of catering courses for redundant steelworkers. Candidates must have had practical experience in the Catering Industry in Food Preparation and/or Service. Appropriate catering qualifications are essential and teaching qualifications and/or experience would be an additional advantage.

Curriculum Vitae and details of 2 persons for reference should be sent immediately to the Principal of the College, from whom further details may be obtained.

W.B. Mussett, Director of Personnel Resources. [illegible] 220026

ROTHERHAM METROPOLITAN COUNCIL

ROCKINGHAM COLLEGE OF FURTHER EDUCATION
Wath upon Dearne, Rotherham

Tel: Rotherham 874310

LECTURER II/I IN COMPUTER STUDIES

This appointment will be made at a level appropriate to the qualifications and experience of the successful candidate.

The person appointed will have responsibility for the existing Computer Courses and will also be expected to take a leading role in developing this provision in the college; especially for Y.T.S. work.

Applicants must have appropriate qualifications in Computing; practical experience and preferably a teaching qualification. The appointment is available immediately but consideration will be given to a January appointment if necessary.

Salary: Lecturer II £7,215 - £11,568.
or Lecturer I £5,469 - £9,735.

Closing Date: 30th July, 1983.

Curriculum Vitae and details of two persons for reference should be sent to the Principal of the College, from whom further information is available.
W.B. Mussett, Director of Personnel Resources. (14494) 220026

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SOUTHPORT COLLEGE OF ART AND DESIGN
Required for January 1984 or earlier if possible:-
1. LECTURER II COMPUTING, to become Head of Computing Section which comprises one other L II, 4 L I's, 2 technicians and several part-time teaching staff. Expanding team, working with excellent facilities, teaches to range of courses including G.C.E. 'O' and 'A' level, BEC/TEC Diploma and Certificate courses etc.
2. LECTURER I COMPUTING to join above team.
Application forms and further details available from Principal, Southport College of Art and Technology, Mornington Road, Southport, Merseyside PR9 OTT (s.a.e. please).
CLOSING DATE FOR RECEIPT OF APPLICATION FORM: 14 days after appearance of advertisement. (14316) 220026

SEFTON

SOUTHPORT COLLEGE OF ART & TECHNOLOGY
PART-TIME APPOINTMENTS
The Art & Design Department has vacancies for lecturers from September, in:- Foundation Studies, Sculpture, Ceramics, Product Design, Glass, Enamelling, Fashion, History of Art and Design, Photography.
Application forms, further details available from Registrar (Dept. of Art & Design), Southport College of Art & Technology, Mornington Road, Southport PR9 0TS - should be returned no later than Friday, 29th July. (14317) 220026

SHEFFIELD

GRANVILLE COLLEGE
Sheffield
LECTURER GRADE II
Required for September 1983, in the Department of Catering Technology a Lecturer Grade II, Hotel and Catering Administration. Applications are invited from suitably qualified candidates who should have gained managerial experience within a large internationally recognised establishment and be able to demonstrate a working knowledge of computer technology within the Hotel and Catering field.
Teaching experience desirable but not essential.
Salary Scale - Lecturer Grade II within the range £7,215 to £11,568.
Application forms and further particulars are obtainable from the Chief Administrative Officer (foolscap s.a.e.) Granville College, Granville Road, Sheffield S2 2RL. Tel: 0742 760271, Ext. 254, and completed forms should be returned by 18th July. (14274) 220026

SOMERSET

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton

DEPARTMENT OF ENGINEERING

Lecturer Grade II in Computing (Two Posts)

These two posts are available from 1 September 1983, or as soon as possible thereafter and must be filled not later than 1 January 1984.

Essential requirements are a degree or professional qualification, some previous lecturing experience, or teacher training, and experience of a range of computers in commerce and/or industry.

Further particulars and application forms are from The Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton, TA1 5AX.

Closing date 25 July 1983. (14818) 220026

SOUTH TYNESIDE

SOUTH SHIELDS MARINE & TECHNICAL COLLEGE
Principal: D.T. Turnbull B.Sc., Ph.D., F.Inst.P., C.Eng., F.R.A.S., F.R.S.A.
DEPARTMENT OF BUSINESS & MODERN STUDIES
LECTURER GRADE I IN SECRETARIAL SUBJECTS
Applications are invited for the post of Lecturer Grade I to teach a combination of typewriting and Office Practice. The ability to offer other subjects would be an advantage.
Application forms may be obtained from the Principal, South Shields Marine and Technical College, St. Georges Avenue, South Shields NE34 6ET, by sending a stamped addressed envelope.
Completed applications should be returned to the Principal as soon as possible. (14816) 220026

SOUTH TYNESIDE

SOUTH SHIELDS MARINE & TECHNICAL COLLEGE
Principal: D.T. Turnbull B.Sc., Ph.D., F.Inst.P., C.Eng., F.R.A.S., F.R.S.A.
DEPARTMENT OF BUSINESS & MODERN STUDIES
LECTURER GRADE I IN BUSINESS STUDIES
Applications are invited from suitably qualified candidates for the post of Lecturer Grade I in Business Studies, to assist in the teaching of The Organisation in its Environment, Administration in Business, World of Work and Business Calculations on BEC National and General courses. (14817) 220026

WEST SUSSEX

CHICHESTER COLLEGE OF TECHNOLOGY
Westgate Fields, Chichester, West Sussex
Required September 1983, or as soon as possible thereafter, Lecturer I in Department of General Vocational Preparation to teach General and Communications Studies and fill role of Student Liaison Officer. Person appointed will teach core skills areas of numeracy, literacy and problem solving on at least one YTS group and be course tutor responsible for group. They will also teach General and Communications Studies on courses serviced by Department across College. Previous teaching experience and appropriate industrial/commercial experience an advantage.
Form and details from Principal at College on receipt of s.a.e. Closing date two weeks from appearance of advertisement. (14609) 220026

WEST SUSSEX

CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, West Sussex RH10 1NR
LECTURER GRADE I IN COMPUTING AND MICROTECHNOLOGY
Salary Scale £5,649 £9,735 + £246 L.W.
Form and particulars from the Principal on receipt of s.a.e.
Applications to be returned [illegible] advertisement. (15786) 220026

WOLVERHAMPTON

METROPOLITAN BOROUGH OF WOLVERHAMPTON

BILSTON COLLEGE OF FURTHER EDUCATION
Westfield Road, Bilston, Wolverhampton WV14 6ER

Principal J. Inch BA(Hons) PGS FRGS

Department of Business and Scientific Studies

Applications are invited for Two Lecturer I posts in Business Studies commencing 1st September 1983. They include teaching of BEC General and National level Modules and Computer Studies/Computer Literacy. Salary Scale: Lecturer I £5,555 to £9,267 (under revelw).

Application forms, with further particulars, available from the Principal at the above address, to be returned not later than 14 days from the appearance of this advertisement.

Wolverhampton is an Equal Opportunities Employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (14431) 220026

Polytechnics

Other Appointments

SUNDERLAND

SUNDERLAND POLYTECHNIC

SPORTS OFFICER

Salary Scale: SO1/SO2 £8,050 - £10,539.

Applications are invited for the full-time post of Sports Officer in the Polytechnic. Facilities include a swimming pool, gymnasia and two games areas.

Applicants should have a degree or equivalent in Sport or Physical Education, experience in sports management and in sports teaching/coaching. There is great potential for the development of sport in the Polytechnic and for the Community.

An application form and further particulars may be obtained from the Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7EE or telephone Sunderland 76231, Ext. 11. [illegible] Closing date 20 July [illegible]

University Appointments

READING

UNIVERSITY OF READING

LECTURESHIP IN COMPUTER SCIENCE

Applications are invited from candidates having research and advanced teaching interests in one of the following areas: Graphics and CAD; Artificial Intelligence; Information Retrieval & Knowledge-Based Systems; Computer Architecture and VLSI.

The appointment will be for a fixed period of five years commencing as soon as possible, the first three years of which will be probationary. Salary scale £7,190 to £14,125 p.a.

Further particulars and application forms (2 copies) are available from the Personnel Officer, University of Reading, Whiteknights, Reading RG6 2AH. Please quote Ref. AC. 8310. Closing date 12 August 1983. (14287) 280000

WARWICK

UNIVERSITY OF WARWICK

TEMPORARY LECTURESHIP IN MATHEMATICAL EDUCATION

Applications are invited for two temporary Lectureships in the Department of Science Education available for three years from 1st January, 1984, although an earlier starting date would be possible. Candidates should have experience of research in some area of mathematics education but preference may be given to those with expertise in the psychology of learning mathematics or in the use of microcomputers in mathematics teaching.

Salary on the Lecturer scale: £7,190 - £14,125 p.a.

Further particulars and application forms from the Academic Registrar, University of Warwick, Coventry CV4 7AL quoting Ref. No: 47/A/83/13. Closing date for receipt of applications 19th August, 1983. (14827) 280000

PAPUA NEW GUINEA

THE UNIVERSITY OF PAPUA NEW GUINEA

Applications are invited from suitably qualified persons for the post of (TUTOR/SENIOR TUTOR/LECTURER) in the Department of Language Studies at Goroka Teachers' College. Applicants should possess qualifications in English and in the teaching of English as a second language. Experience in teaching English at Secondary or Tertiary level in Papua New Guinea or in other developing countries is highly desirable. The successful candidate will be expected to take up duties at the beginning of 1984.

Salary Scale: Tutor: K13700 per annum plus gratuity. Senior Tutor: K16020 per annum plus gratuity. Lecturer: K16020 per annum plus gratuity. (£1 sterling = K 1.3620).

Three year contract; gratuity; support for approved research; rent free accommodation; family passages; baggage allowance; leave fares after 18 months service; education subsidies; salary continuation scheme to cover extended illness or disability. Applicants who wish to arrange secondment from their home institutions will be welcome. Detailed applications (2 copies) including a curriculum vitae, recent small photograph, and naming three referees should be sent to the Assitant Secretary (Staffing), University of Papua New Guinea, P.O. Box 320, University, P.O. to arrive no later than 31st July, 1983. Applicants resident in the UK should also send one copy to the Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London W1P 0DT quoting reference U119/83. Further details are available from either address. (13504) 280000

READING

UNIVERSITY OF READING

TEMPORARY LECTURER IN STATISTICS

Applications are invited for a post of Temporary Lecturer in the Department of Applied Statistics.

The appointment will be for a fixed period from 1 September 1983 to 31 August 1984. Salary up to £9,425 p.a.

Further particulars and application forms (two copies) are available from the Personnel Officer, University of Reading, Whiteknights, Reading RG6 2AH. Please quote Ref. AC8311. Closing date 25 July 1983. (14944) 280000

LEEDS POLYTECHNIC

School of International Studies

LECTURER I IN SECRETARIAL STUDIES AND OFFICE TECHNOLOGY

Applicants should be appropriately qualified and be able to contribute to the teaching of a wide range of subjects in the secretarial field. Experience and interest in the use of Office Technology would be an advantage.

Salary Scale: £5,649–£9,735

Details from: The Services Officer, Leeds Polytechnic, Calverley Street, Leeds LS1 3HE. Tel: 0532-462355.

Closing date: 15th July, 1983. Please enclose s.a.e.

Leeds is an equal opportunity employer.

UNIVERSITY OF SOUTHAMPTON

DEPARTMENT OF EDUCATION
(In association with the Southern Regional Examinations Board)

SSRC – CASS Studentship

Applications are invited for this award, available from either 1 October, 1983 or 1 January, 1984 for a period of three years. The holder is expected to undertake research for a Ph.D. degree on the development and impact of graded tests in schools, with particular reference to science and technology subjects.

Applicants should be teachers or graduates in social science, science or technology with a strong interest in education.

Applications, including a curriculum vitae and the names of two referees should be sent to the Head of the Department of Education, The University, Southampton SO9 5NH by 19 July, 1983 from whom further particulars are available.

Research Posts

LONDON

INNER LONDON EDUCATION AUTHORITY
RESEARCH AND STATISTICS BRANCH
Researcher (Professional Officer 'B')
Salary Range £7,035 - £10,284 plus £1,284 London Wighting Allowance This is a readvertisement
A vacancy exists for an experienced researcher in the ILEA's Research and Statistics Branch. The person appointed will join a team concerned with monitoring various aspects of the ILEA's work including Equal Opportunity initiatives, the Educational Priority Indices, educational attainment and attendance rates.
Qualifications should include a first degree or equivalent in a social behavioural science and some research experience, preferably in education. Ability to write clearly and concisely, work to deadlines and good numerical skills are essential. Interest in equal opportunities and experience in the use of computer packages such as SPSS would be an advantage.
Application forms and job description available from the Education Officer (EO/Estab (b) Room 365, County Hall, London SE1 7PB. (Please enclose a stamp addressed envelope). Closing date for receipt of completed applications is 26 July 1983.
ILEA IS AN EQUAL OPPORTUITES EMPLOYER. (15072) 290000

Colleges of Higher Education

Other Appointments

HARROW

HARROW COLLEGE OF HIGHER EDUCATION
Centre for Educational Services
LECTURER I in Performing Arts (Music & Drama)
Applicants are invited from graduates or holders of relevant professional qualifications for the above appointment which is tenable from 1 September 1983.
Salary Scale. £5,649 to £9,735 per annum London Weighting £939 per annum.
Application forms and further details are available and should be returned within 14 days from the appearance of this advertisement to the Principal at Harrow College of Higher Education, Northwick Park, Harrow, Middx. HA1 3TP. Telephone No: 01-864 5422, Ext: 232.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (14888) 340026

KENT

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION
Canterbury

HEAD OF THE RADIO, FILM AND TELEVISION STUDIES DEPARTMENT

Applications are invited for the post of Principal Lecturer and Head of the Radio, Film and Television Studies Department.

Salary: Principal Lecturer £12,519 - £15,744 p.a.

The college offers joint B.A. Honours degrees in Radio, Film and Television and another subject, in addition to a range of B.A., B.Ed., B.Sc. and higher degrees.

For further details write to the Principal, Christ Church College, Canterbury enclosing a stamped addressed envelope, to whom applications should be sent as soon as possible and not later than 25th July. (11836) 340026

Colleges of Education with Teacher Training

Other Appointments

HERTFORDSHIRE

SOUTH WEST HERTFORDSHIRE TEACHER'S CENTRE
Tolpits Lane, Watford
Required for September 1983 or as soon as possible, a teacher to become a member of a three person team. The central aspect of the role is working with teachers and other professionals to plan, prepare and facilitate in-service training for the whole range of teachers and schools in the Division. The post offers interesting and valuable experience for a creative and hard working teacher. Whilst the post is permanent, those interested in a short term appointment will be considered.
Scale 1 plus London Fringe Allowance.
Application forms and additional information may be obtained from the Warden, Mr D. Wallace, at the Centre. (15532) 350026

Athrofa Gogledd-dd Cymru
The North E Wales Institute of higher education

SCHOOL OF ENGINEERING

(DEESIDE DIVISION)

LECTURER GRADE I
IN INSTRUMENTATION AND PROCESS CONTROL

(£5,649–£9,735)

Required for 1st September 1983 for Teaching Duties and Laboratory work on Plant Instrumentation and Process Control courses. Candidates should be well qualified and possess relevant industrial experience.

Further details and application form from the Registrar, The North East Wales Institute, Deeside, Clwyd. Tel: Deeside 817531, Ext. 254. Closing date for receipt of applications 22nd July, 1983.

SOUTH GLAMORGAN COUNTY COUNCIL
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF)
Faculty of Business and Liberal Studies
DEPARTMENT OF MANAGEMENT & LIBERAL STUDIES

LECTURER GRADE I
GENERAL AND COMMUNICATION STUDIES

Applications are invited for the above post to take effect from 1 September, 1983.

The successful candidate will be required:

1. To teach General and Communication Studies as a serviced subject across a wide range of City and Guilds and TEC courses.
2. To offer three of the following subjects as specialist options: industrial studies, economics, sociology, communications, social psychology, social history.
3. To be a member of a course team committed to curriculum development on TEC courses, both at the certificate and diploma level.

Salary: Lecturer I – £5,649–£9,735.

Further particulars and application forms may be obtained from the Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD. Completed applications should be returned within fourteen days of the publication of this advertisement. Post No. L1/80.

Community Homes and Associated Institutes

Other Appointments

LINCOLNSHIRE

ASSISTANT TEACHER

SAXON HOUSE COMMUNITY HOME

Burnham Scale 1 + SSA

NOR 30

Required for September 1983, temporary teacher of Technical Crafts to replace teacher on secondment. Applicants should be experienced in working with emotionally disturbed adolescents and have the ability to assist with English and/or Physical Education.

There is an option to undertake up to 15 hours per week extraneous duties.

For forms/details send SAE to Saxon House Community Home, Cliff Road, Welton, Lincoln. Closing date 26 July 1983. (15019) 400026

Youth and Community Service

BIRMINGHAM

ST PAUL'S COMMUNITY PROJECT LTD.
requires a SPORTS COACH for a small secondary school and adventure playcentre. Qualification and experience in P.E. teaching or Youth & Community work essential. Good co-ordinating ability required.
Salary: JNC Scale 1/2.
For further information and application form send s.a.e. to:- Admin. Officer, St. Paul's Centre, Hertford Street, Balsall Heath, Birmingham B12 8NJ. (15794) 440000

BUCKINGHAMSHIRE

EDUCATION DEPARTMENT
YOUTH & COMMUNITY WORKER
[illegible]HURST YOUTH CENTRE [illegible] ARMY) (CHURCH
Aylesbury
Salary Scale: JNC 3 (- 5)
(£7,485 - £8,415 p.a.)
A suitably qualified person is required for this post, which offers the opportunity to work both within a purpose-built youth centre and in the neighbourhood of the centre. A house is available to rent from the Church Army.
Further details and application forms from Miss M. Hester (J9), Education Department, County Hall, Aylesbury, Bucks HP20 1UZ (Tel: Aylesbury 5000 Ext. 8193) on receipt of s.a.e. (14956) 440000

COVENTRY

SIDNEY STRINGER SCHOOL AND COMMUNTIY COLLEGE
SUPERVISOR - VIDEO TRAINING

Required August 1983, a Supervisor for the Youth Training Scheme 'Stringer Industrial Theatre Training'. The scheme offers training and work experience for twenty unemployed school leavers in theatre, video filming, sound recording, and market research. The successful applicant will have responsibility for training in the use of the schemes video training equipment and for supervising the work undertaken in the making of films.

A knowledge of video equipment and a desire to work with young people is essential.

Further particulars can be obtained from the Head Teacher (S.I.T.T.), Sidney Stringer School and Community College, Cox Street, Coventry, where application forms should be returned by Monday, 18th July 1983. (14500) 440000

DEVON

Devon Community Education Officer, see displayed advertisement on page XX. (13241) 440000

Senior Housemother

£5,640–£6,135/£6,444

Required full-time at The Gables Hostel, Willand, Cullompton, which caters for adolescent girls. Current driving licence desirable.
For application form and informal discussion, please ring
The Warden on
Cullompton 3241,
returnable by
20th July, 1983.

DEVON

ROYAL MILITARY COLLEGE OF SCIENCE

Research Fellowship in the Electrical and Electronic Engineering Department

A Research Fellowship is available in the Department to carry out research in one of the following areas:
Development and Design of Computer-Aided Control System Packages for Non-linear Multivariable Control Systems. Application of Self-Tuning Regulators to Adaptive Antennas. Investigation of anti-jamming techniques in m-ary FSK Frequency Hopping radio systems. Added Code Signalling and Processing. Spectral Processing for EDC Codecs. Development of Combined Error Correcting and Cryptographic Codes, and related areas of electronic warfare Signal Processing.
The appointment will be for a fixed three years either as a Research Fellow (stipend in the range £8,649–£7,920) or as a Senior Research Fellow (stipend in the range £9,069–£10,206) according to qualifications and experience. Opportunities exist for reading for a higher degree. Candidates should have an appropriate first or second class honours degree with postgraduate experience of at least three years for a Senior Fellowship and two years for a Junior Research Fellowship.
For further information contact Professor C. J. Harris (Tel: 0793-872551, Ext. 339) or for application forms The Registrar, Royal Military College of Science, Shrivenham, Swindon, Wilts SN6 8LA (Tel: 0793-782551, Ext. 694/421). Closing date: 29th July, 1983.

Education Department
Community Education Branch

Head of the Continuing Education Unit

Adult Education Service
£12,585–£14,109
Burnham (FE) Head of Department II

Applications are invited from experienced Adult Educators for the new post of Head of the Continuing Education Unit of the Adult Education Service. The Service has a large Literacy/Numeracy programme and considerable ESL provision each previously overseen by a Senior Lecturer.

You should have a background of specialist involvement in Adult Literacy/Numeracy programmes and will be required to maintain and develop standards of provision in this field but, in addition, to co-ordinate the efforts of other full-time and part-time staff in the establishment of a General Education Unit which will provide the educational in-put to the Youth Training Scheme and other programmes developed within the Community Education branch to meet Continuing Education needs in the post-school sector.

The post carries a Casual Car User Allowance and you would be invited to begin as soon as possible.

Application forms available from and returnable to the Senior Education Officer, Graylaw House, High Road, London E10 6QE. Tel: 01-539 0547 or 01-539 3650.

Please quote Ref: G5371.

Closing date: 22nd July, 1983.

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability sex race and marital status.

Waltham Forest

Community Education Officer

(West Devon) £12,264–£13,497

Required to deal with all aspects of Community Education.

You should be qualified in Adult Education or Youth Service and be experienced in either or preferably both of these fields.

The post is based at the Area Education Office, Plymouth.

Application forms and further details (SAE please), from Chief Education Officer,
County Hall,
Topsham Road, Exeter,
returnable by
22nd July 1983.

DEVON

HUMBERSIDE COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH SERVICE

1. **Full-Time Youth Worker**
Hull – Amy Johnson Youth Club. JNC Range 4 Pts 1-5.
2. **Full-Time Youth Worker**
Hull – Sir Leo Schultz Youth Club. JNC Range 4 Pts 1-5.
3. **Full-Time Youth Worker**
Hull – Sydney Smith Youth Club. JNC Range 4 Pts 1-5.
4. **Full-Time Youth Worker**
Hull – Andrew Marvell Youth Club. JNC Range 3 Pts 4-8.
5. **Full-Time Youth Worker**
Hull – David Lister Youth Club. JNC Range 3 Pts 4-8.
6. **Full-Time Youth Worker**
Hull – Spring Cottage Youth Club. JNC Range 3 Pts 4-8.
7. **Full-Time Assistant Youth Worker**
Hull – Albemarle Youth Club. JNC Scale 2.
8. **Full-Time Assistant Youth Worker**
Hull – Bransholme Youth Club. JNC Scale 2.
9. **Full-Time Assistant Youth Worker**
Scunthorpe – Riddings Youth Club. JNC Scale 2.
10. **Full-Time Assistant Youth Worker**
Scunthorpe – Scunthorpe Youth Club. JNC Scale 2.

Applications are invited from suitably qualified persons for the above posts. Posts 7–10 are suitable for persons wishing to develop their skills working alongside an experienced youth worker.

All the above appointments will be subject to the JNC Conditions of Service. A casual users car allowance will be paid for County and Area duties.

Application forms and further details are available from: J. Bower, Director of Education (Youth Service), County Hall, Beverley, N. Humberside HU17 9BA.

The Authority's Conditions will apply in respect of payment of removal expenses, disturbance allowance etc.

Closing date 30th July, 1983.

Full and fair consideration will be given to all disabled applicants.

YOUTH AND COMMUNITY
continued

LEICESTERSHIRE

DEVELOPMENT OFFICER LEICESTER COUNCIL FOR VOLUNTARY YOUTH SERVICE

Salary: Burnham FE Lecturer II

Applications are invited for this one year post, available until 31st August 1984, during the sabbatical leave of the present Development Officer. This temporary appointment will be to the Education Department, with secondment to the Leicestershire Council for Voluntary Youth Service. LCVYS represents voluntary Youth Services throughout the County, and the principal task of the successful candidate will be as a field officer to promote, encourage and develop positive co-operation between all voluntary youth organisations in the County. The Officer will maintain contacts with national voluntary organisations and will be expected to encourage newly developed voluntary youth groups to forge strong links with the youth service in the County. Car user allowance.

COMMUNITY EDUCATION PROJECT WORKERS (2 POSTS)

Salary: Youth and Community JNC 3 within range £7,485 - £9,183

Two project workers (1 full-time, 1 part-time) to work with and for young people, particularly those in the inner city area not normally associated with the traditional youth service, are required to join a team based in the centre of Leicester at the Area Further Education Office.

COMMUNITY EDUCATION WORKER WITH AND FOR GIRLS AND YOUNG WOMEN

Salary:- Youth and Community JNC 3 within range £7,485 - £9,183

A worker with and for girls and young women is required to develop work throughout the city of Leicester. This new post will be based in the city centre at the Area Further Education Office.

Please send SAE for further particulars. Apply (no forms) giving full details, curriculum vitae, names and addresses of two referees and enclosing SAE to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 29th July 1983. (13222) 440000

GLOUCESTERSHIRE COUNTY COUNCIL

YOUTH AND COMMUNITY SERVICES

A Temporary Warden/Leader is required for a six month period commencing 1st September, 1983 at WESTFIELDS YOUTH CENTRE, Cheltenham.

Appointment will be within the salary range £7,485 - £8,415 in accordance with JNC ... Range 3 (1-5).

Further details and application form from the Chief Education Officer, Staffing (Room 123), Shire Hall, Gloucester GL1 2TP.

Closing date 22nd July 1983. (14283) 440000

NORTHAMPTONSHIRE COUNTY COUNCIL

EDUCATION COMMITTEE

APPOINTMENT OF COMMUNITY YOUTH WORKER

Applications are invited from suitably experienced and qualified persons for the post of Community Youth Worker based at Lings Upper School, Northampton.

The successful applicant will join the existing team of workers concerned with the development of youth work in the Eastern District of Northampton.

Salary in accordance with JNC Scale 2 £6,048 to £7,710 p.a. Starting point according to experience.

Application forms and further details from County Education Officer, Community Youth Service, Floor 3, Northampton House, Northampton NN1 2HX. Closing date - two weeks after the appearance of this advertisement. (14360) 440000

SHEFFIELD

EDUCATION DEPARTMENT YOUTH SERVICE FULL-TIME ASISTANT YOUTH AND COMMUNITY WORKER

Rowlinson Campus Youth Centre

People invited to apply are those qualified under D.E.S. and J.N.C. Conditions for Youth and Community Workers. In-service training and supervision are available to enable the person appointed to develop a full range of work skills.

Salary Scale: J.N.C. I - £5283 - £6717.

Application forms and further details are obtainable from: The Chief Education Officer (Ref. CB/E/CRC), Education Department, P.O. Box 67, Leopold Street, Sheffield, S1 1RJ and should be returned within 7 days from the appearance of this advertisement. (13242) 440000

LONDON

Inner London Education Authority

The ILEA Youth Service in Lewisham requires committed and enthusiastic Youth Workers who will be offered the opportunity to develop and initiate imaginative and rewarding youth work programmes.

An active ... and participatory full-time worker forum exists. A careful and imaginative induction process is available with both support and supervision from the Youth Officers team.

1. HONOR OAK YOUTH CLUB

50A Turnham Road, Honor Oak SE4

Salary scale 4H

Experienced and qualified Senior Worker urgently required to join and lead a team of two full-time workers (one detached) and part-time paid youth workers. Experience of Club based and detached work essential.

Applicants should be aware of and be sensitive to the needs of young people in Inner City areas. The successful candidate will be expected to develop a balanced programme of work that would meet the needs of the handicapped, young unemployed, girls and/or young women and young people of ethnic minority groups.

LEWISHAM YOUTH UNEMPLOYMENT PROJECT

Salary Scale 3L

Detached Youth Worker required to join a team of three detached youth workers (one being the team leader). This post offers a main commitment to work within the South East London College (SELTEC), Lewisham Way, SE14.

Previous experience of working with the unemployed and knowledge of Further Education structures and practices an advantage.

For further details concerning the Project, please contact Noris Richards, telephone 01-697 7031.

LEWISHAM WAY CENTRE

Lewisham Way, SE14.

Salary Scale 3H

Senior Youth Worker required to lead a team of one other full-time worker, and paid part-time workers. Previous experience in the management of workers essential. Applicants should be sensitive to the needs of black young people, many of whom are unemployed. Knowledge and experience of the complex problems facing young people within Inner City areas an advantage.

For further details contact Noris Richards, Tel. No. 01-697 7031.

GROVE YOUTH PROJECT

Jews Walk, SE26.

Salary Scale 3L

Assistant Project Worker required for this established project, a Christian based organisation, in the Upper Sydenham area of S.E. London. An enthusiastic and hard-working colleague is sought to assist the Senior Worker in this challenging detached work situation.

Detached work experience, sympathy with the Christian aims of the Project, and ability to engage in a pattern of work which includes evening [illegible] 01-778 8601, Kitty Leak, the Senior Worker.

ST ANDREWS YOUTH GROUP

Brockley Road, SE4

Salary Scale 3L

Imaginative, enthusiastic youth worker required for this recently established post. The Club is housed within church premises and has the exclusive use of the newly converted basement area. For the past seven years the Club has been staffed by part-time paid and voluntary workers.

The successful applicant will have proven post-qualification experience in a Youth Club setting and must be able to offer positive direction to the existing staff team. An understanding of the needs of the predominantly black membership is essential. Applicants should be in sympathy with a christian-based approach to work.

For further information please ring Rev Barry Carter 01-690 0739. For an informal chat contact the Youth Officer, Ann Raymond 01-697 7031, Capital House, 47 Rushey Green, Catford.

Re-advertisement ... SE6, previous applicants ... predered.

JNC ... [illegible]

Salaries and conditions.

Qualified salary scales including London allowance.

Scale 3L: £8,494 - £9,354

Scale 3H: £9,117 - £10,122

Scale 4L: £9,588 - £10,665

Scale 4H: £10,653 - £11,769

Appointments will be to the service of the Authority with secondment for posts 3, 4, and 5.

Assistance may be given towards household removal expenses.

Details and application forms returnable by 22nd July 1983, from the Education Officer (CEC 5), The County Hall, SE1 7PB, (stamped addressed foolscap envelope). ILEA is an equal opportunities employer. (04889) 440000

SHROPSHIRE

COUNTY COUNCIL YOUTH SERVICE

Applications are invited for a man or woman to join a small team of professional Youth Workers. This will be for a one year contract, commencing 1st October, 1983, supporting voluntary youth groups in a rural area round Bridgnorth.

The vacancy arises from the secondment of the current post holder for specialist training. Applicants must hold a youth work or teaching qualification with some experience in youth work. Salary: Soulbury Main points 1 - 6, £9,948 - £11,178.

Application forms and further particulars (send s.a.e.) from the County Education Officer, Shirehall, Shrewsbury, marked STY/54, to be returned by 22nd July, 1983. Interviews will be held 6th/7th September, 1983. John Young, District Youth Officer, will be pleased to answer questions on Bridgnorth 3987. (13855) 440000

SOMERSET

ASSISTANT COMMUNITY EDUCATION TUTOR

Wells.

For September 1983 ..., Assistant Community Education Tutor, Burnham Scale I (JNC conditions).

Temporary appointment for one year in the first instance.

To assist the Community Education Tutor in all aspects of the work within the school and community, with emphasis on work with the unemployed.

Application form and details (sae) from The Head, The Blue School, Kennion Road, Wells.

Closing date: 18 July 1983. (15317) 440000

WEST SUSSEX

YOUTH AND COMMUNITY OFFICER NORTH EASTERN EDUCATION AREA, BASED IN CRAWLEY

To work as part of a team of two officers, primarily responsible for the social education of young people between the ages of 14 - 20 years.

Salary £10,203 - £11,478.

Form and job description from Director of Education, County Hall, Chichester, West Sussex PO19 1RF. (Ref: IJW/STFO).

Closing date: 15 July 1983. (14610) 440000

SENIOR YOUTH LEADER REQUIRED

Fourth Feathers Youth Club, 12 Rossmore Road, London NW1. Voluntary grant-aided club. Purpose-built. Interest in outdoor pursuits/weekend activities. Appointment to the Feathers Clubs Association. Salary scale in accordance with JNC conditions - 3H.

Application form and job description from The Feathers Clubs Association, 12 Rossmore Road, London NW1. Closing date 22nd July 1983. S.A.E. Enquiries to Tony Sullivan tel. 723 8308. (14289) 440000

Overseas Appointments

ATHENS TO ZIMBABWE

Hundreds of teachers working all over the world learned Teaching English as a Foreign Language (TEFL) with Linguarama before taking up their position. See also under 'Educational Courses'. (55323) 460000

AUSTRALIA

BALLARAT & CLARENDON COLLEGE
Australia

This independent co-educational day and boarding school requires a fully trained FRENCH TEACHER from January, 1984. The post involves responsibility for the French syllabus and teaching the subject at all levels in the school. The successful applicant will also be expected to contribute to the extra-curricular [illegible]

Ballarat is a city of 70,000 situated in the Victorian Central Highlands about 70 miles from Melbourne.

It should be noted that in order to obtain a permit to work in Australia, it is now necessary to have other members of the family living in the country who will act as sponsors.

Those interested are asked to apply by airmail to the Headmaster, Ballarat & Clarendon College, Sturt St., Ballarat, Victoria 3350. It is hoped to interview short listed candidates in England towards the end of July. (13240) 460000

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms. Volunteer Missionary Movement, Shenley Lane, London Colney, Herts, AL2 1AR. (16289) 460000

CYPRUS

TEACH IN CYPRUS AND THE MIDDLE EAST

Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.

For details of how to contact employers please send one pound. Should you find this offer unacceptable please tell us why, return our literature and we shall send you your money less 30 pence for postage.

Epic, P.O. Box 3711, Nicosia, Cyprus. (63743) 460000

HELSINKI

Interlang International is a small but successful multinational intensive language training organisation. At our school in Helsinki we have a vacancy for a DIRECTOR OF TEACHING.

This post offers a demanding challenge to a qualified teaching-administrator. The work mostly in Finland but also in the U.K. is to include intensive course planning to a high well-motivated native teaching staff from several countries.

If you are interested in the above post, please write to Interlang International, Kalevankatu 11B, 00100 Helsinki 10, Finland or Tel: (0373) 38380, and we will gladly send you more details and an application form. (14379) 460000

IBIZA

Spain. TEFL teacher required October. Interviews in London, August.

Write: Mrs. Salinas, Pedro Francés, 22a, Ibiza. (16551) 460000

ITALY

Bari

Authorized school of English, also using English Teaching Theatre, required EFL teachers. Applicants should have a degree, Teaching Certificate, relevant experience teaching English to foreigners, some knowledge of Italian and the International House or equivalent teaching diploma.

Salary: 5,100,000 Italian lire net for eight month period (October to May). Passage paid from Britain.

Extras: arrangements can be made for optional free accommodation. Interviews will be held in London from August 9th to 22nd.

Write enclosing telephone number, full c.v., recent photography, two references and photocopies of degrees and diplomas to: The Director, Lord Byron College, c/o International Students House, 229 Great Portland Street, London W1N 5HD. (15506) 460000

KUWAIT

KUWAIT ENGLISH SCHOOL. Has vacancies for teachers of French and Maths in their Senior Dept. Sept 83. Also one vacancy for Infant Teacher.

Applications with C.V. references recent photograph send 'SWIFTAIR' to The Principal, P.O. Box 8640 Salmiya, Kuwait. (13267) 460000

P.A.C.E.S.

We are still being asked to find experienced teachers for September 1983 for Middle East Schools.

Please send S.A.E. or equivalent to P.A.C.E.S. 68 Eccleston Gardens, St Helens WA10 3BN. (14325) 460000

PARIS

THE BRITISH SCHOOL OF PARIS
SENIOR MASTER
See main Ad. under Independent Schools Deputy Heads. (00415) 460000

PARIS

Ecole primaire française de Paris cherche pour l'année scolaire 1983 - 84 un instituteur expérimenté, parlant français, pour enseigner l'anglais en tant que langue étrangère, les mathématiques, l'histoire, la géographie, les sciences et les travaux manuels à des enfants de 9 to 10 ans.

Envoyer votre C.V. à l'Ecole Aujourd'hui, School for Today, 24, bd Edgar Quinet, 75014 Paris. (15792) 460000

PORTUGAL

T.E.F.L. PORTUGAL Contracts from September/October 1983 - June 1984. Detailed C.V. with photo, refs and phone to R.E.C. Av. 22 Desembro, No. 28 3oD, T.O. Setubal, Portugal. (15793) 460000

ORGANISER: COUNSELLING AND INFORMATION SERVICE

SALARY JNC 4(1) £9,261 – £10,329 pa inclusive

"Link" is a well established counselling and information service with strong links with referral agencies, widely used by young people and unobtrusively located in Uxbridge.

We are seeking someone with a Youth Work background and preferably counselling training and experience to organise this service and to manage and motivate a large team including one full-time Youth Worker and a considerable number of part-time paid and voluntary staff. The remit of Link may soon be extended.

Fringe benefits in approved cases may include legal fees for house purchase (max.£800) 75% removal expenses and temporary lodging allowance.

Previous applicants need not re-apply.

Application forms and further particulars from

The Personnel Officer, Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 50589 quoting Ref. E/26/31XE.

Closing date 22.7.83

LONDON BOROUGH OF **Hillingdon**

THE RAINIER CENTRE

89 Blackheath Hill, London SE10

consisting of Day Unit offering education for youngsters in their last four terms at school and an evening programme for 'young offenders' who would otherwise be in care or custody.

We are looking for two experienced and preferably qualified workers to join our team.

Post 1 – Project Worker

would largely be responsible for running the evening I.T. programme. Counselling/group-work skills, plus an ability to lead a range of activities essential. The worker would be expected to take part in some residential weekends.

Post II – Education Worker

would support and assist the two ILEA teachers in the Day Unit, offering a remedial education and social skills programme, as well as running an evening I.T. group and also be involved in residentials.

Salary: AP4/5 £6,873/£8,325 plus Outer London Weighting (Starting salary depending upon age and experience).

For further information and application form, please write to The Rainier Foundation, Richard Kay, Director (Projects), 89a Blackheath Hill, London SE10 8TJ.

For an informal discussion, telephone 01-691 0316 (Mr Tony Farley).

Closing date; Wednesday, 13th July, 1983.

Job-sharing applications considered.

EDUCATION DEPARTMENT YOUTH SERVICE

Youth Leader/Teacher

£7,485–£8,415 pa

plus outer London allowance

Applicants should be suitably qualified and have previous experience in ... youth work for the post of youth worker at Ham and Petersham Youth Centre.

The worker appointed will be attached to Grey Court Comprehensive School, Ham, for some 2/3 day-time sessions per week. A close working relationship already exists between the club and the school and it is hoped that it will be strengthened by this new and interesting appointment.

Forms and further details from Director of Education, Regal House, London Road, Twickenham TW1 3QB, (01-891 1433, Ext. 260) returnable by 22nd July 1983. Please quote Ref: NT.

London Borough of RICHMOND UPON THAMES

Youth and Community Service

Youth Centre Manager

Warwick Youth Centre, Barrett Road, E17

A recognised professional qualification in Youth and Community Work or the equivalent will be an essential requirement.

Salary in accordance with Burnham (Further Education) Lecturer I Scale, £5,355–£9,267 plus £615 London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to the Senior Education Officer for Community Education, Graylaw House, 394 High Road, London E10 6QE. (Telephone enquiries: 01-539 0547). Closing date for receipt of applications: 22nd July, 1983.

Please quote Ref: G5362.

AN EQUAL OPPORTUNITY EMPLOYER

Applicants are considered for their suitability for the post irrespective of disability, sex, race and marital status.

Waltham Forest

County Education Department

Youth Service

YOUTH INITIATIVE OFFICER

YS(M) Group 1 £9,948 – £11,178

Applications are invited for the post of Youth Services Initiative Officer from persons able to demonstrate an appetite for hard work, innovation and a flexible approach to work both with young people and adults in a team setting.

You will primarily be involved in devising, initiating and possibly operating schemes designed to minimise the effects of unemployment amongst young people and may also be concerned with general youth service matters. Good youth service experience and qualifications will be a distinct advantage.

Application forms returnable by 22nd July, 1983 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ. Tel: Dorchester 63131 ext. 4171.

(Please quote post number C0648X).

DORSET County Council

Posts overseas

THE BRITISH COUNCIL

Bahrain

Adviser in EFL
Ministry of Education

Duties: to advise and contribute in curriculum development and design. Advise, analyse and evaluate ELT in schools, supervision of teachers, assist in production of examination papers. To participate in revision of textbooks and materials production and design. Teacher training.

Qualifications: This post is open to men and women 35–50 who are UK citizens with a British educational background. Candidates must have an MA in TEFL and at least 8 years experience, some of which should have been in the Arab World. Teacher training experience essential. Materials writing and curriculum development desirable.

Salary: £11,061 – £15,311 per annum tax free.

Benefits: Overseas allowances; free furnished accommodation; electricity and passage paid leave; baggage allowance; employer's share of superannuation.

Contract: 2 years renewable starting September 1983.

Closing date for applications: 22 July or as soon as possible thereafter.

Reference: 83 A 145T

Bahrain

Senior Teacher of English
Manama Boys' Commercial Secondary School

Duties: to teach English in commercial subjects leading to the Intermediate level of Pitman Examinations Institute. To be responsible for the day to day administration of the English language programme. Time-tabling of the teachers in the English Language Section. Some materials writing and curriculum development.

Qualifications: Candidates, men only, should be between 27 and 50, UK citizens with a British educational background. They must have a degree (preferably in English) a teachers certificate, and at least five years teaching experience, some of which should be in TEFL.

Salary: £9,298 – £11,436 per annum. Tax free.

Benefits: Overseas allowances; free furnished accommodation; electricity; annual passage paid leave; baggage allowance; employer's share of superannuation.

Contract: 2 years renewable starting September 1983 or as soon as possible thereafter.

Closing date for application: 22 July 1983 or as soon as possible thereafter.

Reference: 83 A 148T

Hong Kong

Teacher Trainer
British Council Institute, Hong Kong

Duties: to lead a team of teachers; organise, direct and teach on courses for primary/secondary school teachers of English; explore possibilities of organising and directing courses in English language improvement and classroom language awareness for teachers of subjects other than English. He would also be asked to assist with in-service courses for the Institute's own teachers.

Qualifications: Candidates, who should be aged 30 plus and preferably single, should hold an MA in Applied Linguistics and an educational qualification. They should also have a minimum of 5 years TEFL/TESL and teacher training experience.

Salary: £10,000 – £11,000 according to experience and qualifications.

Benefits: Fares, baggage allowance, free furnished accommodation, 40 days leave per year, overseas medical scheme.

Contract: 2 year contract starting 1 October 1983.

Reference: 83 D 21T Earlier applicants need not reapply.

Malaysia

Director of Studies
British Council Language Centre, Kuala Lumpur

Duties: The Director of Studies will be fully responsible for the professional, administrative and financial management of the Centre. His specific duties will include setting policy for the Centre for ratification by the Governing Board; the planning and development of courses; marketing (including establishing contacts) with individuals and organisations); planning publicity; management of Centre staff; advising on their appointment and dismissal; setting up a programme of teaching seminars and workshops; control of Centre revenue up to delegated limits; ensuring availability of books materials and equipment; establishing a resource centre; monitoring student performance and organising cultural and social programmes for students.

Qualifications: Candidates should have a degree, postgraduate qualification in TESL/TEFL or Applied Linguistics; a minimum of 8 years experience of which at least 4 years has been involved with special professional responsibility.

Salary: M$39,600 – M$49,200 (approximately £11,314–£14,057 in sterling according to rate of exchange) plus a rent subsidy of M$24,000 per annum (approximately £6,857) subject to Malaysian Income Tax.

Benefits: Fares for DOS and family, baggage allowance £500 married accompanied £250 single; local school fees; and provision of furniture if required. Medical insurance offering basic benefits.

Reference: 83 D 126T

Malaysia

Course Coordinator
British Council Language Centre, Kuala Lumpur

Duties: to teach English to Malaysian students from false beginner to advanced levels, for a maximum of 12 hours a week (plus 3 stand-by hours) and administrative duties which include responsibility of some of the following: registration, examinations, course coordination, maintenance of student records, report writing, resource centre supervision, teacher training (if appropriate), design and preparation of materials and tests. Attendance at training seminars/workshops.

Qualifications: Degree or teaching certificate, TESL qualification, (RSA CTESFL or better) with a minimum of 4–6 years TESL experience.

Salary: M$21,000 – M$30,000 (approximately £6,000–£8,571 according to rate of exchange) plus an expatriation allowance of M$500 (approximately £1,714 pa) subject to Malaysian Income Tax.

Benefits: Air fare, baggage allowance £250, basic medical insurance, subsistence allowance of M$100 for 2 weeks if necessary.

Contract: 1 year local contract.

Reference: 83 D 127T

Malaysia

Assistant Director of Studies
British Council Language Centre, Kuala Lumpur

Duties: to teach English language possibly some literature, for up to 6 hours per week, with administrative duties which will include responsibility for promotion of UCLES examination and the development of relevant courses; other examinations; resource centre supervision; teacher training (if appropriate) and design and preparation of materials and tests. The Assistant Director will act as Director in the absence of the Director of Studies.

Qualifications: single or married teaching couple, with spouse willing to teach at the Centre; with degree and postgraduate TESL qualification and a minimum of 6 years TESL experience of which at least 2 must have involved special responsibility testing; materials preparation; teacher training; course design.

Salary: M$35,400 – M$42,600 (approximately £10,114–£12,171 in sterling according to rate of exchange) plus an expatriation allowance of M$ 1000 monthly (approximately £3,429 pa) subject to Malaysian Income Tax.

Benefits: Air fares, baggage allowance £500 married £260 single, local school fees, basic medical insurance, and subsistence allowance of M$ 150 for first 2 weeks if necessary.

Reference: 83 D 128T

Saudi Arabia

2 Senior English Language Instructors
6 English Language Instructors
The English Language Teaching Centre, Riyadh Oil Refinery, Riyadh

The English Language Teaching Centre was started in September 1982 and is rapidly expanding. It has just prepared a new course and is planning and preparing further training courses for a wide range of company staff.

Duties: Senior Instructors

Post 1: Senior Instructor (materials coordination and development) responsible as directed by Director of Studies for coordination of theoretical foundation, direction and format of instructional materials/manuals produced by instructors; coordination and development of syllabi and long-term instructional materials; analysis and selection of commercially published materials to supplement in-house Riyadh Oil Refinery manuals; coordination and development of materials for the language laboratory and self-study activities; coordination with the other senior instructors concerning the development of progress/achievement tests for course manuals and limited instruction on specific programmes and on stand-by.

Post 2: Senior Instructor (testing, scheduling and administration) responsible as directed by Director of Studies for: research and development of Riyadh Oil Refinery proficiency and placement tests; arranging and conducting the placement testing programme of new and returning studnts; cooperation with other senior instructors concerning progress/achievement tests for course manuals; in-refinery follow up of English language students in terms of: 1. liaison with supervisors to create a work environment for each employee where use of English is essential; 2. planning of and some instruction on refresher sessions for students on shift-work and 3. research into and documentation of job advancement related to English progress; scheduling language level of English courses according to refinery/departmental needs; day-to-day administration of non-technical trainee classes, timetabling and teacher schedules; student discipline and maintenance of attendance and time keeping standards; and limited instruction on specific programmes and on stand-by.

Instructor: responsible for instruction and the day-to-day materials design and writing, coordinated by the senior instructor (materials coordination and development.

Qualifications: All candidates must be male, 25–50, and should hold a driving licence. The **Senior Instructors** should have a degree and at least a Diploma in TEFL. They should have at least 8 years teaching experience, 3 of which should be in ESP, and have some experience of materials production and have lived overseas. The **Instructors** should have a degree, a TEFL qualification and a minimum of 3 years teaching experience. Preference will be given to those who have had experience in materials writing, in the teaching of industrial and technical personnel at a low level, and who have worked overseas. Candidates may be married but without children.

Salary: Senior Instructors: from SR102,090 – SR109,953 (£18,561–£19,991 @£1 = SR5,5) Instructors: from SR86,366 – SR 99,470 (£15,702–£18,085 @ = SR5,5)

Allowances and Benefits: Superannuation Compensation at 10% of salary; free furnished accommodation; personal allowance of SR6,000; married allowance; transport allowance of SR6,500; medical insurance allowance; two paid air fares per contract year; 45 days fully paid leave; baggage allowance of £1,000 on first appointment. In addition Senior Instructors will be entitled to 2 air fares per year for wife and up to two children plus local school fees for up to 2 children.

Contract: One year renewable with the British Council starting September 1983.

Reference: Senior Instructors 83 A 137–138T; Instructors 83 A 139T–144T

United Arab Emirates

Director of Studies
Centre for English Studies, British Council
Abu Dhabi

Duties: overall responsibility for the Direct Teaching of English Operation and specific responsibility for all contract work, engagement and dismissal of teachers, syllabus design, book ordering, publicity, supervision of external examinations, maintaining and developing ELT contacts in Abu Dhabi Emirate, dealing with publishers and ELT practitioners, ELT administration, oral examining, ELT adviser to Representative, and in consultation with the Representative, Centre Policy. These will be: involvement in in-service training (RSA Cert. TEFL/Prep. Cert) and 4 hours direct teaching per week.

Qualifications: Single, or married teaching couple, without children, with a degree, RSA Cert. TEFL or postgraduate TEFL qualification. An MA in Applied Linguistics would be an advantage plus overseas experience particularly in the Arab world.

Salary: DHS 8,000 per month tax free (approximately £16,550 pa sterling).

Benefits: Annual tourist air fare, free furnished flat, accountable baggage allowance up to £1000, terminal gratuity. 8 weeks leave. One or two year local contract.

Reference: 83 D 115T

KELT Scheme

The Key English Language Teaching Scheme is part of Britain's aid programme to developing countries, under which ELT specialists serve in 150 key posts in 40 countries.

Sudan

1. Consultant in English Language Teaching
Bakht er Ruda Institute of Education El Dueim

Duties: to assist in the curriculum renewal and teacher training for the intermediate (lower secondary) sector, involving planning, writing and training others in writing the language improvement element of the agreed common English programme and to produce teacher training manuals based on this; to coordinate the trialling of the methodology component of this programme at Bakht er Ruda; to lecture up to 4 hours a week on the Institute's ELT programme; and to advise on intermediate school curriculum and final leaving examination and on the extensive reading experiment being conducted by the English department in neighbouring intermediate schools.

Special Qualifications: 4 years teaching, ideally at secondary level, and 2 years teacher training experience are essential. Experience of teacher training syllabus design and course writing, experience of Arab world and working in developing country highly desirable. Candidates should be preferably male, single or married without children of school age.

Salary: £10,628 – £14,663 per annum.

Overseas Allowance: NIL – £2,168 - depending on salary level and marital status.

Reference: 83 K 26T

2. Senior Lecturer in English for Academic Purposes University of Juba, Juba

Duties: to teach 1st and 2nd year communication skills and presessional intensive courses, to design courses involving curriculum development and writing, piloting and revising materials for eventual publication, to undertake administrative duties within the department, to develop examinations and tests and to train a counterpart.

Special Qualifications: A minimum of 5 years experience in TEFL overseas including ESP/EAP and materials writing is essential, as is previous experience in Africa or the Arab world, ideally at tertiary level. A knowledge of Arabic would be useful. Candidates should have a pioneering spirit.

Salary: £9,243 – £11,398 per annum

Overseas Allowance: £40 – £3,690 depending on salary and marital status.

Reference: 83 K 8T

General Qualifications: Essential for all KELT posts: Degree or equivalent; teaching qualification including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3–5 years teaching experience including at least 2 years' TEFL overseas. All candidates must be UK citizens, preferably aged 30–50, with British educational background.

Benefits: Salary free of UK income tax; variable overseas allowance according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employers contribution to a recognised superannuation scheme or an allowance of 11: of salary in lieu.

Contracts: contracts will be for 2 years initially with the British Council.

Closing date for Applications: 26 July 1983. Interviews in August 1983.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

OVERSEAS
continued

NEPAL

SUDHANILKANTHA SCHOOL
Bursar, Kathmandu

Budhanilkantha is a boarding school for boys with approximately 650 Nepalese pupils, aged 9 - 16, changing from Nepali to English medium. The Headmaster and seven other staff have been recruited by the British Council. The post is funded under Britain's programme of Aid to developing countries.

DUTIES: to prepare the school's annual budget, to keep control of the school's financial administration; to keep financial and administrative control of vehicles, supplies, stores, school uniforms and kitchens; to be responsible for the maintenance and repair of the buildings and the upkeep of the grounds; to be responsible for the administrative and maintenance staff.

QUALIFICATIONS: Candidates must be UK citizens with a British Educational background. Proven administrative ability for this kind of post and experience of keeping accounts is essential. Knowledge of the Indian sub-continent and the ability to speak Nepali is desirable.

SALARY: £9,279 - £12,144 per annum.

BENEFITS: Salary free of UK income tax; variable overseas allowances according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employers contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

CONTRACT: Contract will be for 2 years initially with the British Council.

CLOSING DATE FOR APPLICATIONS: 21st July 1983.

REFERENCE: 83 K 33.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT. (15068) 460000

SOLOMON ISLANDS

Invites applications for the following vacancy at the Honiara Technical Institute

LECTURER II - Marine Engineering

To teach Marine/Diesel Engineering to students and in-service marine engineers at all levels of competence up to Grade 3 Certificate of Competency; revise and develop existing courses.

DOT(UK) 2nd Class FG Engineer (Motor) or equivalent. A full marine/diesel apprenticeship desirable. Minimum 5 years' post qualifying experience plus training qualification or 7 years post qualifying experience which includes part-time teaching experience.

Salary (inclusive of a tax free supplement payable by the British Government under its aid programme).

£7,185 - £11,551 (single).

£9,811 - £14,159 (married).

25% terminal gratuity on basic salary; free air passages; housing; education allowances and holiday visit passages for children; an interest free advance of £2,700, an outfit allowance and appointments grant are payable in certain circumstances.

Candidates must be citizens of the United Kingdom. Appointment on contract to the Government of the Solomon Islands for a period of 24 - 36 months commencing as soon as possible.

Application form and further particulars from the British Council Overseas Educational Appointments Department, 90/91 Tottenham Court Road, London W1P 0DT (D/Tetoc). 01-580 6572 Ext. 23. Please quote reference 83D20. (14394) 460000

SPAIN

Required for September 1983, a teacher of Spanish and French in Senior School up to O/A level and teacher in Shorthand (Pitmans), Commerce and Typing for examinations by The London Chamber of Commerce, The Royal Society of Arts and Pitmans. Applicants to include in their reply recent photograph, a full curriculum vitae and two references.

Applications to The English International College, Urbanization Ricmar, Carretera Cadiz-Malaga Km 189.5 Marbella, Spain. (00175) 460000

SPAIN

TEFL position in SAN SEBASTIAN and its province; commencing 1st October 1983.

Applicants interested (21 - 40) please reply with full CV and photograph to: Idiomas, Hernani 29, San Sebastian 4, Spain. For other opportunities in the bilingual organisation worldwide please write to Bilingua Teacher Service, 1d Rotton Park Road, Birmingham B16 9JJ. (14389) 460000

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

Senior Teaching Appointments in

(North West Europe and the Far East for January 1984

1. The Ministry of Defence invites applications from appropriately experienced teachers for the following posts which are to be filled for January 1984:

WEST GERMANY

HEADTEACHER

William Wordsworth First School, Sennelager (Group 5)

William Wordsworth School caters for children aged 5 to 9 years and occupies purpose-built "CLASP" accommodation. There are approximately 300 pupils on roll and 14 teachers.

HEADTEACHER

Hemer Primary School, Hemer (Group 5)

Hemer Primary School is a traditionally built school with 300 pupils on roll and a teaching establishment of 14.5. Attached to the school is a Unit which caters for the Sepcial Education Needs of up to eight children.

DEPUTY HEADTEACHER

St Andrew's Primary School, Rheindahlen (Group 5)

St Andrew's School is a traditionally built primary school with approximately 300 pupils on roll and a teaching staff of 13.

DEPUTY HEADTEACHER

Suffolk Primary School, Minden (Group 5)

Suffolk School occupies purpose-built accommodation. There are 250 pupils on roll and 12.5 teachers in this traditionally designed school.

DEPUTY HEADTEACHER

Gatow First School, Berlin (Group 5)

Gatow School is one of three First Schools in Berlin for children aged 5 to 9 years and is situated in purpose-built open plan accommodation at RAF Gatow. There are currently 300 pupils and 15 teachers.

BELGIUM

HEADTEACHER

[illegible]

The International School is a large campus composed of several national sections some catering for both primary and secondary pupils. The British Section takes children aged 5 to 11 and is similar in nature to other Service Children's Schools in North West Europe. There are currently 250 pupils on roll with 12 teachers; the accommodation is traditionally built.

HONG KONG

HEADTEACHER

Stanley Fort Primary School (Group 5)

Stanley Fort School caters for the children of the resident battalion, the Headquarters British Forces and civilian staff in Hong Kong. There are approximately 270 children on roll and 13 staff (including the Headteacher). The building is based on pairs of linked classrooms sharing craft and quiet areas and has a large hall, rooms for remedial and AVA work and access to sports field and a swimming pool.

An ability to continue the tradition of good relations with parents; to maintain a strong music tradition and to further develop involvement in curriculum development, INSET and computer education will be looked for.

DEPUTY HEADTEACHER

St Andrew's Primary School (Group 6)

St Andrew's School caters for service families living in Kowloon and Stonecutter's Island. It has approximately 340 children on roll and will have 16 staff including the Headteacher. The school is located in a busy part of Kowloon and enjoys generous accommodation which allows separate rooms for music, library, remedial work, TV and cookery. It shares large playing fields with the Services Comprehensive School and has ready access to a swimming pool. The Teachers Centre is located in the comprehensive School.

The successful candidate will have varied teaching experience and will be able to offer considerable curriculum width and depth and have organisational and administrative experience. Duties will include admissions procedures, maintenance of individual and work records, to compile and control the duty system and to compile the project work system in the school. A part-time teaching commitment is expected in the upper junior school though some teaching throughout the school will be necessary. An interest in sports, camping, school outings and extra curricular activities is expected.

BRUNEI

DEPUTY HEADTEACHER

Berakas Primary School (Group 3)

Berakas School caters for children of contract and loan service personnel in the Royal Brunei Malay Regiment (RBMR) who are either serving or ex-serving members of the British Armed Forces, and children of British civilians attached to RBMR. There are currently 110 pupils and six staff including the Headteacher and one half time remedial teacher. The school is located within military barracks alongside family-quarters and other welfare provisions; it has pleasant teaching accommodation and access to school sports facilities.

The person selected will teach in the top end of the Junior School but be able to offer assistance throughout the school. A strong bias towards language development and a commitment to sport coaching and extra curricular activities is expected. This appointment would particularly suit a person whose spouse would be able and willing to teach in the same school when a suitable vacancy occurs. A driving licence is essential.

2. Candidates for all posts will be expected to show a disposition to integrate with the local military community and maintain good [illegible]

3. *SALARY* is in accordance with the Burnham Scale, in addition the London Area Allowance of £939 per annum is payable. *FOREIGN SERVICE ALLOWANCE* a tax free allowance is payable. *SUPERANNUATION* normal rights are safeguarded. *ACCOMMODATION* is provided rent free. *DURATION OF ENGAGEMENT* in West Germany, Belgium and Hong Kong initially for a period of three years, in Brunei initially for a period of two years.

4. All applicants should be normally resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools overseas after the age of 50 and, therefore the preferred age is under 47 at the commencement of the engagement.

5. Requests for an application form and further details about these posts should be made to:

Ministry of Defence, CM(S)4L
Room 343, Lacon House
Theobalds Road
London WC1X 8RY

or, by telephone on
01-430 6504/6387/6867

6. The closing date for completed application forms is 29th July.

SCEA

ZAMBIA INSURANCE BUSINESS COLLEGE

DIRECTOR

Age 35+ **Salary Package c. £25,000**

The Zambia Insurance Business College was established in August 1980. It has undergone rapid expansion and is now one of the largest insurance colleges in the world. The College is an autonomous educational trust, with students attending from Zambia and neighbouring countries.

The College offers a variety of courses leading to qualifications in insurance, accountancy and general business studies, including courses for its own diplomas which gain exemptions from certain subjects in the ACII examinations. Courses are also provided in management, finance and computing.

The Trustees invite applications for the post of Director, who will be responsible to the Trustees for all aspects of the College's operations. The Director is also Chairman of the Academic Board, which determines academic policy and standards. Applicants must have an insurance qualification and experience in education or training. An appropriate university degree and/or further professional qualification will be an advantage.

The package includes free housing, with all amenities; car; club subscriptions; and paid home leave for yourself and family etc. In addition a 25% gratuity of total gross salary is payable (tax free) at the end of the three year contract.

Applicants should send full CV's to the Director, Zambia Insurance Business College, c/o Sarah Smith.

BDC (International) Ltd
63 Mansell Street, London E1 8AN

BDC

TEACHER TRAINER
Middle East

English Language Teaching for the Arab World/Oxford University Press (ELTA/OUP)

Require a teacher trainer from September 1983. The post is based in the Arabian Gulf and the main responsibility is to assist Ministries of Education in the effective implementation of ELTA/OUP English Language teaching materials in schools.

The successful applicant will have an MA in Applied Linguistics and at least four years relevant teaching experience. A knowledge of the Arab World would be an advantage.

An attractive salary is offered, free accommodation and a car. The initial contract will be for two years.

Candidates should apply in writing to the Assistant Director, 37 Dover Street, London W1 (Tel: 01-409 1343), supplying a full CV and giving a contact telephone number.

THE GRANGE SCHOOL, SANTIAGO, CHILE
Required as soon as possible

TEACHER

Responsible for Computer Education

throughout the School. Burnham Scale 3 + 10%; 3 year contract, renewable; fares paid; accommodation provided and a Medical Scheme similar to U.K.

The School is looking for a teacher with experience in developing computer courses and, if possible, more general applications to teaching methods across the curriculum. Some Mathematics and Physics teaching will also be helpful at first.

The Grange is a coeducational day school and a founder member of the Association of British Schools in Chile.

Apply by letter, with curriculum vitae and names of two referees, to:

Mr A. MacKenzie at 42, Draycott Place, London, SW3 2SA (Tel.01-584-7753) from whom further information is available upon request.

Closing date: two weeks after appearance of this advertisement. Please enclose a self-addressed envelope.

Science Teacher/ Admin. Officer

Karachi, Pakistan

An Administrative Officer/Science Teacher required to start January 1984, to assist the Principal in all organizational and academic matters concerning the running of this Boys' Secondary School.

The job (broadly) entails the following duties and responsibilities.

1. To prepare, implement and co-ordinate the syllabi for the 'O' level classes.
2. To guide the teaching staff on all academical aspects.
3. To control and conduct an effective system of internal examinations.
4. To organize and carry out the running of the school laboratory.

The person should be qualified and have a minimum of 5 years teaching experience in any one of the following subjects, or a combination:

a) Physics b) Chemistry c) Maths.

Minimum age: 35 years.

Administrative experience preferred but not necessary, however, should have an aptitude for the same.

The job would be on a contract basis offering return fare and furnished accommodation. Attractive salary offered, negotiable a.a.e. Alternative employment possible for spouse (if qualified teacher).

Please send hand-written applications stating complete bio-data, experience etc should reach Box Number by 15th August.

Interviews to be held in London.

Further information to be provided at time of interviews.

Apply to Box No. TES 00004
Priory House, St John's Lane, London EC1M 4BX

Science Materials Adviser
National Curriculum Development Centre

LESOTHO

Duties: Required to assist in the identification and training of teachers and curriculum developers in the writing of instructional materials for primary schools. Also to assist in the actual development, trial and production of materials in English and the curriculum development process for both primary and secondary schools.

Qualifications: Applicants aged 30-60 years should be British citizens with a degree majoring in Science plus a degree or some experience in curriculum studies especially for primary schools. Knowledge of Sesotho is desirable.

Appointment: 2 years. Salary (UK taxable) in accordance with qualifications and experience, plus a variable tax-free Foreign Service Allowance currently in range £884 to £2,445 per annum depending on domestic circumstances.

The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention.

For full details and application form please apply quoting ref AH372/KE stating post concerned and giving details of age, qualifications and experience to:

Appointments Officer,
Overseas Development Administration,
Room AH 351,
Abercrombie House,
Eaglesham Road,
EAST KILBRIDE,
Glasgow G75 8EA.

ODA

OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS TO HELP THEMSELVES

OVERSEAS
continued

VENICE
re: advertisement

Letters of application are invited from infant school teachers with TESL experience for a post teaching 7 - 8 year olds in the International School, Venice. Interviews in London in last week of July. All previous applicants will automatically be considered. Please use express post and enclose telephone number. The British Centre, S. Marco 4267A, Venice, Italy. (15046) 460000

ZIMBABWE

FALCON COLLEGE P.O. Esigodini, Zimbabwe (H.M.C. 420 boys) Required at this independent non-racial, boarding school for January, 1984, graduates to teach Mathematics and/or Physics and Chemistry to all levels. For full details, apply to the Headmaster, who will be available for interviews in August in the U.K. (13347) 460000

EFL Posts in Southern Europe for free registration send cv to Abucon Agency, 2 Greycoat Place, SW1. 01-828 9173. (14023) 460000

Administration Local Education Authority

POWYS

COUNTY COUNCIL EDUCATION DEPARTMENT BRECKNOCK FEDERATION OF YOUNG FARMERS' CLUBS APPOINTMENT OF ORGANISER/ADVISER

APPLICATIONS are invited for the post of Organiser/Adviser from persons with suitable qualifications and experience. The person appointed will be a full-time member of the staff of the Education Department responsible for the operation, administration and development of the Brecknock Federation of Young Farmers' Clubs. In this connection the Organiser/Adviser will be expected to work to the general instructions of the Federation Executive Committee. Commencing salary with £9,948 to £11,178 (points 1 - 5) of the Soulbury main range for Youth and Community Service Officers. (Ref: 681).

Application forms and further particulars obtainable from The Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 29th July, 1983. (00193) 480000

DERBYSHIRE
EDUCATION COMMITTEE
READVERTISEMENT

COUNTY ADVISER FOR RELIGIOUS AND SOCIAL EDUCATION

SOULBURY SCALE, EQUIVALENT TO BURNHAM HEADSHIP GROUP 9

Applications for this post are invited from qualified teachers with a knowledge of an involvement in recent developments in Religious and Social Education.

Candidates should have a variety of experience including recent experience at senior level within a Comprehensive Secondary School. They should also have the ability to work with other colleagues as part of a team.

Application forms and further details (stamped addressed envelope please) may be obtained from the Director of Education, County Offices, Matlock DE4 3AG (Tel: 0629 3411, Ext. 6425).

Applications should be made as soon as possible and not later than the 21 September 1983.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (14833) 480000

LANCASHIRE COUNTY COUNCIL

An Equal Opportunities employer

COUNTY SUBJECT ADVISER FOR NURSERY AND INFANT EDUCATION

Salary Scale:
Soulbury Scale based upon Burnham Head Teacher Group 8 – £13,953–£15,189.

Applications are invited for the post of County Adviser with special responsibility in Nursery and Infant Education.

Candidates should be well-qualified and have successful, relevant teaching experience.

Application forms and further particulars are obtainable from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston (telephone Preston 263700), to whom completed forms should be returned, quoting Ref: CO.134/1/PJ.

Closing date: 25th July, 1983.

Short-listed candidates will be notified within 21 days of the closing date.

Education Department

Senior Careers Officer

Grade PO1A £9,945–£11,052 pa plus £747 London Weighting

Required for Careers Service,
Hampton House, 1b Dyne Road, Kilburn NW6 1YD

Applications are invited from candidates with substantial Careers Service experience, to join the senior management team of the Careers Service.

The postholder will be responsible for the management of the Willesden Careers Office and the School Centred Team of Careers Officers working in the southern half of the borough. As a member of the management team the postholder will be expected to contribute to the development of the Careers Service in general.

Brent is a highly multi-ethnic borough, applicants should have a particular interest in developing services that reflect this diversity.

Office hours 8.45am to 5.00pm Monday to Thursday
8.45am to 3.45pm Friday

Alternate
Wednesdays 5pm to 7pm (Flexible working hours is available)

Brent is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation and from registered disabled persons.

Application forms and job descriptions from the Personnel Division Room 1, Brent Town Hall Annexe, Forty Lane, Wembley, Middlesex HA9 9BR returnable by 29th July. Tel: 01-903 0371 (24 hour Ansafone service). Reference number E/56 must be quoted.

London Borough of
BRENT

ASSISTANT EDUCATION OFFICER

(RESEARCH & DEVELOPMENT)

£13,005–£14,322

The person appointed will be responsible to the Director of Education for a range of planning issues affecting all aspects of the education service and will be a member of the Directorate's Management Team.

Candidates should possess a degree, or equivalent qualification, and have wide experience in teaching and/or education administration. A knowledge of Department of Education and Science building programmes and procedures would be an advantage.

The post will afford the right candidate the opportunity to widen his/her experience at a senior level and make a major contribution to the management of the education service in Bexley.

Application forms and further details from Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN (01-303 7777 ext. 542/543). Closing date: 22 July, 1983.

Bexley London Borough

EDUCATION DEPARTMENT

SENIOR CAREERS OFFICER

Technical and Vocational Education Initiative
Salary Scale SO1 £9,060–£9,660 and essential car user allowance.

Clwyd has been selected as one of the pilot areas for participation in the Technical and Vocational Education Initiative and the post will be for 5 years in the first instance. We are looking for a careers officer with energy and initiative who will be able to meet the challenge of this innovative, new post which will be centred at the Careers Service HQ, Shire Hall, Mold.

The successful applicant will be a qualified and experienced officer, preferably with a background in teaching.

Application forms obtainable from the County Personnel and Management Services Officer, Shire Hall, Mold (Tel. Mold 2121, Ext. 394) to be returned by 21st July.

J. A. DAVIES
County Personnel and Management Services Officer

CLWYD COUNTY COUNCIL

Strathclyde

GLASGOW Sub-Region

EDUCATION DEPARTMENT

USER SERVICES MANAGER (Computer Services)

Glasgow College of Technology
Salary scale: SO2 – £12,103–£13,077

Applicants must possess a degree or equivalent.

The person appointed will manage a small section providing support services including applications software, system software, advisory service and documentation, mainly on DEC System 20's.

Application forms may be obtained from the Assistant Director of Manpower Services, Glasgow Sub-Region, Strathclyde House 8, India Street, Glasgow, to whom completed forms quoting Ref: G4068, should be returned by 22nd July, 1983.

RENFREW Sub-Region

COMMUNITY EDUCATION WORKER

Linwood/Johnstone Area Community Education Team, based at St. Margaret's, Johnstone

Salary scale – CEW – £7,404–£9,660 plus 7½% irregular hours allowance

The main tasks will be to identify and develop resources, provide facilities and specialist leaders for a programme of recreational, cultural and educational interests suitable to the needs of the community. The areas of work covered embrance youth work, adult education with special emphasis on the unemployed.

Applicants must hold the Diploma in Community Education. Job description available on request.

Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Cotton Street, Paisley, to whom completed forms, quoting Ref. R645, should be returned by 22nd July, 1983.

R.M.O.McCULLOCH
Director of
Manpower Services

Strathclyde Regional Council

Adviser for Primary Education

£15,027–£16,281

A well qualified person with wide and senior experience in education is required from January 1984. He or she will be required to work mainly with schools in the SOUTH DEVON AREA. The post will be based at OLDWAY, PAIGNTON.

Application form and further details (s.a.e. please) from Chief Education Officer, County Hall, Topsham Road, Exeter EX2 4QG, for return by 22nd July, 1983.

Assistant Education Officer

(Schools)

£12,408–£13,725

For this post based at COUNTY HALL, EXETER, we are seeking a suitably qualified person to assist the Senior Assistant Education Officer (Schools) mainly on all aspects of primary and secondary schools administration and in-service training of teaching staff.

Application form and further details (s.a.e. please) from Chief Education Officer, County Hall,
Topsham Road, Exeter
EX2 4QG, for return
by 22nd July, 1983.

DEVON

Specialist Adviser for Home Economics

(Soulbury – Head Teacher Group 8
£13,953–£15,189

Applicants will be expected to have adequate qualifications in the whole range of home economics subjects and successful and varied experience. All specialist advisers have responsibility for their subject in schools throughout the city. There will also be an involvement in related subject areas in further and adult education establishments.

The City Council is an equal opportunity employer and welcomes applications irrespective of race, sex, marital status or disability.

Home moving expenses up to £1,250 payable and temporary lodging allowance, in approved cases.

Forms and further particulars available from (sae) and returnable to the Director of Education (Personnel Section), 14 Sir Thomas Street, Liverpool L1 6BJ, by 18th July, 1983.

CITY OF Liverpool

EDUCATION COMMITTEE

ADVISER FOR SECONDARY EDUCATION

SOULBURY H.T. GROUP 9, (£15,027 to £16,281)

Applications are invited from suitably qualified and experienced teachers for the post of Adviser for Secondary Education. Applicants must have had wide experience in secondary education and have had senior management posts in Secondary Schools.

Further particulars and application forms from the Chief Education Officer (Staffing Room 123), Education Department, Shire Hall, Gloucester, GL1 2TP. Closing date 22nd July, 1983.

Gloucestershire County Council

HEAD OF CENTRE

Multicultural Education Centre, Bishop Road, Bishopston, Bristol, BS7 8LS.

Salary: Burnham Headship Group 6.

The Authority is seeking to appoint an experienced and sympathetic educationalist with a sound knowledge and understanding of the needs and current developments in multi-racial education. The Centre has a staff of over fifty teachers and provides a support service to schools in developing the multicultural curriculum throughout the County.

Vacancy from 1 January, 1984 or as soon as possible thereafter.

Further details and application form, returnable by 22 July, from Director of Education, Personnel Section, PO Box 57, Avon House North, St James Barton, Bristol, BS99 7EB, enclosing sae.

RE ADVERTISEMENT

Avon is an equal opportunities employer.

Avon COUNTY COUNCIL

Leicestershire

AREA FURTHER EDUCATION OFFICER

Salary Soulbury Scale HT9 £15,027 - £16,281

Applications are invited from candidates for the post of Area Further Education Officer for the West Area of the County. Candidates must be graduates capable of imaginative and experimental work and of stimulating new developments particularly involving young people. Ideally they should have first hand experience of Youth Leadership or Community Education organising, be particularly skilled in working with young people and disadvantaged adults. Teaching experience with these groups will be an advantage. The appointment is tenable ideally from the start of the autumn term 1983, or as soon as possible thereafter.

Assistance with removal expenses in approved cases, car user allowance.

Please send SAE for further particulars. Apply (no forms) giving full details, curriculum vitae, names and addresses of two referees and enclosing SAE to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 29th July.

EQUAL OPPORTUNITIES POLICY

Applications are welcome from suitably qualified and/or experienced people regardless of race, ethnic origin, religion, sex, marital status or disability.

Education

Professional Assistant (Southern Area)

Applicants should be graduates with teaching experience. The post should be of interest to teachers seeking an initial appointment in LEA administration.

The successful candidate will be based in Luton. Salary Scale £8,568-£10,071 (NJC APT.C Scheme Points 31-36).

Essential user car allowance. Car loan scheme. Approved removal expenses paid.

Application forms and further details from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford, or telephone Bedford 63222, Ext. 353. Closing date — 25th July 1983.

The Council is an Equal Opportunity Employer.

Bedfordshire COUNTY COUNCIL

ADMIN LEA cont.

Senior Careers Officer (Ethnic Minority)

£7,191 – £8,712 Per Annum

A qualified (Diploma in Careers Guidance) and experienced Careers Officer is required to co-ordinate the presentation of information for ethnic groups on careers, training, educational and employment opportunities. The postholder will have responsibility for ethnic minority young people still in full time education.

Benefits include flexi-time working and a Casual Car User Allowance.

Further particulars, job description and application form available from: Personnel & Management Services Unit, Civic Centre, Walsall WS1 1TP. Telephone: Walsall 21244, ext. 2064/2066.

an equal opportunity employer

Walsall

WALSALL METROPOLITAN BOROUGH

Closing date: 22nd July 1983.

Adviser for Craft, Design and Technology

Soulbury HT Group 8 (£13,953–£15,189)

Starting date: 1st January, 1984.

Applications are invited for the above post from candidates with substantial successful teaching experience in this field.

Further particulars and an application form are available from the Director of Education, County Hall, Chichester, West Sussex [illegible] 29th July, 1983.

West Sussex COUNTY COUNCIL

CYNGOR SIR GWYNEDD COUNTY COUNCIL

ADRAN ADDYSG

UWCH DREFNYDD PRYDAU YSGOL YMGYNGHORYDD ECONOMEG Y CARTREF

Cyflog Prifathro Grŵp 6

£12,264–£13,497

Gwahoddir ceisiadau gan bersonau â'r cymwysterau priodol a phrofiad addas am y swydd newydd uchod. Lleolir y swydd yn y Swyddfa Addysg yng Nghaernarfon a bydd y sawl a benodir yn ymuno â thîm o swyddogion ac ymgynghorwyr a fydd yn gweithio gyda'r Cyfarwyddwr Addysg. Bydd amodau gwaith y swydd yn unol ag amodau'r Cyd-Bwyllgor Cenedlaethol.

Disgwylir i'r sawl a benodir fod yn gyfrifol (i) am oruchwylio'r gwasanaeth prydau ysgol, a (ii) gweithredu fel aelod o dîm ymgynghorol yr Awdurdod gan gynnig cyngor ac arweiniad ym maes Economeg y Cartref.

Gwybodaeth o'r Gymraeg yn hanfodol.

Mae bod yn berchen ar gar a thrwydded yrru ddilys yn angenrheidiol. Lwfans car a chymorth i brynu ar gael.

Cymorth ariannol tuag at gostau mudo ac ail gartrefu mewn achosion priodol.

(The above is an advertisement for a post of School Meals Organizer/Home Economic Adviser in the Education Department at Caernarfon.)

Application forms and further particulars from County Personnel Officer, County Offices, Caernarfon. Closing date: 1st August, 1983.

Tayside Regional Council

Education Department

CAREERS OFFICER

£6,618–£8,154 (Ref: 122/83)

Location: Argyll House, Marketgait, Dundee

Applicants for the above post should be qualified and/or experienced Careers Officers, although trainee Careers Officers about to complete their courses may also apply. The successful applicant will be expected to carry out the normal range of Careers Officer duties. A job specification is available. Closing date for receipt of applications is Friday, 22nd July, 1983.

Unless otherwise specified, application forms for the above post are available from and returnable to the Director of Manpower Services, 93 Commercial Street, Dundee. Tel: Dundee 23281, Ext. 3881.

Removal and relocation expenses are available in certain circumstances for staff appointments.

Candidates of either sex may apply.

LONDON BOROUGH OF HAVERING
Education Department

CAREERS OFFICER

– Romford Careers Centre

GRADE AP3/4
Salary £6,570 – £8,142 p.a.

Required to carry out the full range of Careers Officer duties and should be trained and qualified and/or have had experience as a Careers Officer. Salary dependent upon qualifications and experience with a commencing point on AP4 for those with the Diploma in Careers Guidance or its equivalent.

Further details and application forms available from the Director of Educational Service, Mercury House, Romford RM1 3DR (Ref.JG). Closing date 22nd July, 1983

Locum Educational Welfare Officer

£6,921–£8,142 pa inc

(Qualification bar at £7,674 pa inc)

Required from 1st September for three weeks.

A good general education and a genuine interest in welfare work are required. Training or experience in social service would be an advantage.

Form and details from Non-Teaching Personnel Section 01-891 1433, Ext. 280 returnable by 22nd July, 1983.

London Borough of
RICHMOND UPON THAMES

Education Department

GENERAL INSPECTOR

With Special Responsibility for Science

Salary on the Soulbury scales, Burnham Head Teachers Group 10 (£16,008–£17,262)

Applicants should be highly qualified in Science with an emphasis on Biology and be able to lead and develop the work in primary, middle and secondary schools in this subject to all levels including the sixth form. They should be able through in-service training and conferences to encourage work in all aspects of the subject. Assistance with removal expenses etc., is given in approved cases.

Further particulars and application form returnable by 22 July, from W. H. Petty, CBE, County Education Officer, Springfield, Maidstone, phone Maidstone 671411, ext. 2481. (Ref G/P).

KENT COUNTY COUNCIL

GENERAL ADVISOR WITH EXPERIENCE IN INFORMATION TECHNOLOGY

£14,316-£15,510 p.a.

Required for January 1984 or earlier to work as a member of a team of General Advisors. You would be required to monitor the performance of teaching staff, including probationary teachers; to advise on teaching methods, curriculum development, training needs of teachers and to advise on the planning of new schools and other institutions, extensions, furniture and equipment.

The use of the computer and associated technology in a variety of curriculum areas and in the administrative procedures of schools in the District has developed rapidly in recent years. You would have a key role in overseeing and continuing to lead this development. You would also be responsible for offering schools and other educational institutions advice and guidance in the field of computer education and the wider application of computer techniques and micro-processor technology in all areas of the curriculum and aspects of management. You should have varied teaching experience and be able to show evidence of success and initiative in the use of the computer in an educational setting.

This is a re-advertisement and previous applicants need not re-apply.

Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP. Ref. E 26883/TES

City of Bradford Metropolitan Council

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated.

SOCIAL SERVICES

INSTRUCTOR

£5,478–£6,594/£7,347 if qualified (pay award pending)

Bentley is a Day Centre for 100 mentally handicapped adults in Banstead, Surrey. The Centre offers a wide range of activities for training and development and we are now seeking an Instructor to work specifically in the Further Education field.

Applicants must be patient, creative and have the ability to recognise and develop the learning potential of individual clients at the Centre. A qualification appropriate to teaching further education in this setting is essential.

For further details please contact the Manager, Mr A. Rivers on Burgh Heath 57901, who will be pleased to arrange an informal visit.

Application form from Director of Social Services, Surrey House, 34 Eden Street, Kingston upon Thames, Surrey KT1 2DW. Tel: 01-549 6111, Ext. 266. (Quote Ref: 83/117/SE).

SURREY COUNTY COUNCIL

SOCIAL SERVICES DEPARTMENT

Family Care Education Unit

The Family Centre in Newport is a new and purpose-built Centre which is intended to spearhead community based approaches to child and family problems. Our main aim is to prevent children from coming into care unnecessarily, and to this end a range of services are available to children and families faced with various kinds of difficulty. The Centre has an Education Unit which provides treatment and education for young people, mainly adolescents, who have been unable to cope with problems of secondary schools. A great deal of work is done with individuals and small groups of youngsters which aims to help them in relation to their emotional and social difficulties as well as their educational needs.

Senior Teacher

We are seeking a Senior Teacher, who will be accountable to the Head of Centre for the management, co-ordination, and development of the work of the Unit. He/she will take major responsibility for the educational functions of the Unit, and also make a significant contribution to the counselling and group work functions. He/she will be assisted by a full-time teacher, and a number of social workers are allocated time within the Education Unit.

A maximum of 12 boys and girls are provided for, and they present considerable demands on the staff groups: great importance is attached to the teamwork aspects of the job, and the weekly meeting with an outside consultant is seen as vital. The Education Unit is seen as an integral part of the Family Centre, and the person appointed will be expected to take a part in the management of the Centre as a whole.

We are seeking a qualified and experienced teacher who has an imaginative and enthusiastic approach, and proven skills in work with disturbed adolescents.

Salary, which is currently under review, will be in line with the equivalent Burnham Scale 2 plus Special Responsibility Allowance. The person appointed will be expected to be available for work within the Centre between 9am and 5pm, and the equivalent of normal school holidays will be offered.

We would welcome the opportunity of an informal interview with any intending applicant: please telephone David Tolfree (Newport 525790) if you would like to arrange to visit the Centre.

Application forms are available from the Director of Social Services, Staffing Section, Isle of Wight County Council, County Hall, Newport, I.O.W.

Closing date 26th July.

Isle of Wight County Council

ADMINISTRATION L.E.A.
continued

SUFFOLK

ADVISORY TEACHER - TECHNOLOGY

Applications are invited from enthusiastic and experienced teachers for the above post with effect from the 1st January 1984. The Advisory Teacher - Technology will work with pupils and their teachers mainly in Middle and Upper/High Schools and will be based in Bury St Edmunds. He/she will also assist in the Authority's in-service training programme.

The post will be either for a three year period or, in the case of Suffolk teachers, by a three year secondment from their present post. The salary will be on Burnham Scale 3.

Further particulars and application form may be obtained from the Western Area Education Officer, Shire Hall, Bury St Edmunds, Suffolk, on receipt of a stamped addressed envelope. Completed forms shoul be returned by 25th July 1983. (13523) 480000

Administration General

BUCKINGHAMSHIRE

SECRETARY/PA required in September for the Headmistress of a Girls Public School, 470 girls. Good shorthand and typing required, and good administrative ability with also, if possible, experience of schools, an ability to deal with people, discretion and mature judgement. Salary negotiable according to experience. Small flat available.

Apply in writing with names of referees to the Headmistress, Wycombe Abbey School, High Wycombe, Bucks. (13216) 500000

WOLVERHAMPTON

STUDENT UNION ADVICE UNIT MANAGER
Salary Scale: £6,600 - £8,500 - APT + C Scale - AP4/AP5 (Currently under review)

The Students' Union of Wolverhampton Polytechnic requires a manager to run the Students' Union Advice Unit in line with the policies of the Students' Union Committee.

The Unit provides advice and assistance to members on problems such as grants, accommodation, minority rights, finance, Social Security etc.

The manager will also be responsible for carrying out other duties as directed by the Students' Union Committee, including establishing close liaison with other student committees and services.

In-depth experience in a similar welfare capacity is required together with an ability to organise and supervise.

Replies, together with C.V. to Irene Rawlings, Personnel Secretary, The Students' Union, The Polytechnic, Wulfruna Street, Wolverhampton WV1 1LY.

Closing date for applications: 1st August. Equal Opportunity employer. (14804) 500000

Child Care

SUSSEX

GREAT SANDERS SCHOOL

A vacancy exists as from the 1st September, 1983 for a Team Leader at this independent residential special school for boys between the ages of ten to sixteen years. The successful applicant will be responsible for leading a team of child care staff who in turn are responsible for a specific group of boys. A three bedroomed detached cottage on the school campus is available at a reasonable rent.

Applications, giving full curriculum vitae together with the names and addresses of three referees, should be sent immediately to the Joint Principals at the above address. (14386) 540000

Education Psychologists

ESSEX

EDUCATIONAL PSYCHOLOGIST
£10,143 - £14,253 plus Fringe Allowance

Applications are invited from professionally qualified persons for this post based initially in Thurrock.

Application forms from County Education Officer (P), P.O. Box 47, Chelmsford CM1 1LD, telephone 0245 67222, Ext. 2626. Closing date: 27th July, 1983. (13524) 560000

HERTFORDSHIRE

EDUCATIONAL PSYCHOLOGIST (Part-time)

Applications are invited for the permanent half-time vacancy in the Dacorum Division of the County from 1 September, 1983. The post will be based in Hemel Hempstead, and the salary on Soulbury Scale £8,454 - £14,253 plus fringe allowance. An essential car allowance is payable.

The successful applicant will work with a group of ordinary and special schools in the division, offering advice to them, assessing the psychological needs of selected pupils and pre-school children and making recommendations on the special educational needs of some of these children. The Psychologist will be expected to monitor admissions to, and offer support to teachers in, special classes and will also be a member of the Child Guidance Team.

Applicants should have a good Honours Degree in Psychology, adequate and relevant teaching experience and have recognised training as an Educational Psychologist.

Further details from the County Education Officer (RB) Education Department, County Hall, Hertford SG13 8DF. (13544) 560000

SOUTH GLAMORGAN

COUNTY COUNCIL EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
Burnham SOS (Pt. 4) - HT 7 (Pt. 4)
£8,454 - £14,253 p.a.

REF 157. Required from 1st September, 1983 in the South Glamorgan School Psychological Service. Applicants must be fully qualified Educational Psychologists. Informal enquiries to Mr Colin Tyrs, Senior Educational Psychologist, Tel: Cardiff 26669.

Requests for application form (accompanied by a stamped addressed envelope) to the Personnel and Management (Services Officer, Floor 5, County Headquarters, Newport Road, Cardiff. CLOSING DATE 19th JULY, 1983. Please quote job reference. (14810) 560000

WEST SUSSEX

EDUCATIONAL PSYCHOLOGIST
(Horsham and Crawley Areas) based at Crawley.

Salary within scale £8,454 - £14,253 according to age, qualifications and experience. Removal and relocation expenses available.

In addition to routine 1981 Act duties with primary and secondary schools, the appointee will be required to work with an infant assessment/diagnostic unit. An interest in severe and specific literacy problems would be appreciated. Requisite qualifications include honours degree in Psychology, experience as qualified teacher and post-graduate training in Educational Psychology.

Details and forms from Director of Education, County Hall, Chichester PO19 1RF, on receipt of foolscap s.a.e. Closing date 15th July 1983. (14611) 560000

ORKNEY ISLANDS COUNCIL

Education Department

EDUCATIONAL PSYCHOLOGIST

£10,071-£14,130
+ Islands Allowance £471.00

We currently have a vacancy within the Child Guidance Service of Orkney Islands Council for an Educational Psychologist.

The work is both varied and interesting and is ideally suited to those with previous experience as a Psychologist, although newly qualified applicants will also be considered.

Applicants should hold an Honours degree in Psychology (or equivalent), and post-graduate or teaching experience would be an advantage. A full driving licence and car ownership is necessary for which an essential user car allowance is payable.

Salary placing will be according to experience. Housing may be available and assistance is given with removal expenses.

Further details and forms of application (which should be returned by 29th July 1983), may be obtained from the Director of Education, Council Offices, Kirkwall, Orkney.

Examiners

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

Applications are invited for the post of Chief Examiner in the following subjects:

SINGLE SUBJECT EXAMINATIONS

- Statistics Stage I
- Mathematics Stage I
- Book-keeping Stage I
- Accounting Stages II and III

Application forms and further information available from Sheena Wallace, Royal Society of Arts Examinations Board, John Adam Street, Adelphi, London WC2N 6EZ. (15907) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of CHIEF EXAMINER for RELIGIOUS STUDIES (637) at ADVANCED LEVEL for the 1985 examination.

Applicants should have a degree or equivalent qualification in Religious Studies, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A13 - R.S.), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than 29 July, 1983. (13531) 600000

CYNGOR SIR DYFED COUNTY COUNCIL

EDUCATION DEPARTMENT

ASSISTANT EDUCATION PSYCHOLOGIST

(EDN 151) – Carmarthen

Salary: £8,454–£10,143

Applicants for the above post must possess a car, and mileage allowance will be paid in accordance with the Council's scale.

Application forms returnable by 21st June, 1983, and further details are available on receipt of a stamped addressed envelope from the Director of Personnel and Management Services, County Hall, Carmarthen.

Wiltshire County Council
Education Department

EDUCATIONAL PSYCHOLOGIST

Salary £8,454–£14,253 pa

A full-time Educational Psychologist is required to work in the North-East of the County, the base being at Swindon.

Applicants should have a good honours degree in Psychology, at least two years relevant teaching experience, and a recognised qualification as an Educational Psychologist.

Application forms and further details available from the Chief Education Officer, County Hall, Trowbridge, Wiltshire BA14 8JB, Tel: Trowbridge 3641, Ext. 2454, quoting reference E.83.287 returnable by 29th July, 1983.

2 Educational Psychologists

£9,069 – £14,868

Applications are invited from qualified Psychologists for these two newly established full-time posts in the School Psychological Service and Child Guidance CLinic.

Both Educational Psychologists appointed will become part of the multi-disciplinary team in a developing service.

For informal enquiries please telephone Mrs. Eva Holmes on 01-366 9429.

Application forms and further details are available from the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ. Telephone 01-366 9368. Closing date 22nd July 1983. Please quote reference OGD/329.

London Borough of Enfield

EXAMINERS
continued

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of VISITING EXAMINER for drama (119) at ORDINARY LEVEL and DRAMA AND THEATRE ARTS (174) at ORDINARY (ALTERNATIVE) LEVEL for the 1984 examination. Posts are available in many areas but particularly in the South and around London.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (A13 - Drama), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than 29 July, 1983. (14384) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of MODERATOR for ENGLISH LITERATURE (027, 028, 029, 071) at ORDINARY LEVEL for the 1985 examinations.

Applicants should have a degree or equivalent qualification in English, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A1), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than 29 July, 1983. (13294) 600000

YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

Applications are invited from teachers serving in schools or colleges within the area of the Board (i.e. North, South and West Yorkshire, North and South Humberside, parts of Cleveland and parts of Lincolnshire) for the post listed below:

Examinations to be conducted under the regulations of the former The West Yorkshire and Lindsey Regional Examining Board.

Chief Moderator CSE Technology.

Further details and application form, returnable to arrive no later than 25th July, 1983, can be obtained from Diane Wilkinson, Yorkshire and Humberside Regional Examinations Board, Sheffield Office, Scarsdale House, 136 Derbyshire Lane, Sheffield S8 8SE. (14388) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of CHIEF EXAMINER to conduct a LIFE SKILLS Pilot Examination in October 1983 and be responsible for setting and conducting the proposed first operational examination in May 1984.

The Test is outside the structure of G.C.E. 'O' Level examinations and has been developed to complement the existing Test of Basic Arithmetic and that of Basic English, also being developed. It is similar in format to these Tests.

Applicants should have a degree or equivalent qualification, a minimum of four years recent relevant teaching experience, and preferably examining experience.

Further information and applications forms may be obtained from The Secretary General (A4), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 29 July, 1983. (13285) 600000

Miscellaneous

BATH

MAYC TRAINING CENTRE Bath.
WARDEN
Kelston Park invites applications for the above post. Kelston Park is residential Centre promoted by the Bristol District Synod.
Full particulars from D/W/3a Kelston Park, Kelston, Bath. (15934) 660000

HAVERING

LONDON BOROUGH OF HAVERING
EDUCATION DEPARTMENT
SWIMMING INSTRUCTOR - CENTRAL PARK POOL
Required for September 1983 Education Department Swimming Instructor at Central Park Pool to assist with the school's swimming programme from Monday to Friday inclusive throughout the school year. Applicants should hold the ASA Advanced Teaching Award or equivalent.
Salary will be in accordance with the Burnham Unqualified Scale A (£4,458.00 p.a. - £4,842.00 p.a. plus £615.00 p.a. London Weighting).
Application forms are available from the Director of Education Services, Education Department, Mercury House, Mercury Gardens, Romford. (Ref: AJP/MEG).
Closing date for applications: Tuesday 19th July, 1983. (04883) 660000

CANTERBURY

CHRIST CHURCH COLLEGE
Canterbury

The College invites applications from suitably qualified candidates for the post of TV TECHNICIAN to work in a small integrated team providing support for degree level courses in Radio, Film and Television.

The TV Technician will have primary responsibility for the efficient running of the colourised television unit and associated equipment, for providing basic technical instruction in handling equipment, and for providing normal first line maintenance. Courses have a strong practical element. He/she should also have an interest in developing film and radio activities and facilities of the Department and working with highly motivated students.

The successful candidate should be in post by 1st September 1983 or as soon after that date is practical.

Salary within the NJC Scale T.4.

Applications to the Bursar, Christ Church College, North Holmes Road, Canterbury, Kent, from whom further details are available. Closing date: 29th July 1983. (15930) 660000

LONDON

A SALES CAREER with Sun Life Assurance Company of Canada offering an interesting and rewarding future combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 24 and 49, can be employed in the area of their choice.
Phone Mr D. Pearson on 01-930 5400 or write 2/4 Cockspur Street, London SW1Y 5BH. (06558) 660000

LONDON

OUTER LONDON
TURN YOUR CAREER CRISIS into a breakthrough to the working life you really want. Allow professionals in career counselling to help you discover unexpected opportunities for your talents, knowhow and other personal strengths. (It's not too late to renew your career). Our unique approach offers you excellent value. For free prospectus, phone 01-654 0808 any time or write (no stamp required) to Career and Personal Development Associates, Freepost, Croydon CR9 9BE. (15791) 660000

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

Required from September, 1983:

FULL-TIME OR PART-TIME VIOLIN/VIOLA PERIPATETIC TEACHER.

(1) Violin/viola post, Burnham Scale 3 or appropriate Senior Instructor [illegible] take special responsibilities.

(2) Violin/viola post, full or part-time, Scale 1 or Instructor Scale.

Both posts attract Outer London Allowance.

Both posts will involve teaching pupils in small groups at Infant, Junior or secondary level and may include teaching talented pupils on Saturday mornings at the Music School.

There are opportunities for staff to play in the staff/student orchestra which performs to pupils and the general public, and there is likely to be a vacancy for viola in the staff string quartet which gives lecture recitals in the schools.

Please apply by letter as soon as possible to: K.G.M. Ratcliffe, M.A., M.Ed., (Director of Educational Services), Education Office, Lynton House, 255/9 High Road, Ilford, Essex IG1 1NN. (14302) 660000

Frustrated with teaching? Held back in your career? We are a major public company and need two successful people to join one of our London Offices. Comprehensive and professional training is provided.
If you are enthusiastic and good at dealing with people, telephone us now for further details.
Anthony Etkind. 01-637 10.3. (15069) 660000

PART TIME WORK. Established and respected Publisher requires retired Teachers in the U.K. interested in calling on schools to display a wide and varied cross-section of books. Flexible working times, allowing you to enjoy retirement whilst at the same time keeping in touch with colleagues and friends in the education field. Own car essential.
Write: The Educational Director, Write Box No. TES 00001 Priory House, St. John's Lane, EC1M 4BX. (00506) 660000

TELEPHONE TRAINING. Equipment and teaching material. 0753 882130 any time. (14947) 660000

Outdoor Education

CUMBRIA

Geography A level. Weekend and 3 day fieldwork courses next October. Phone now for provisional booking. Confirm numbers in September. Techniques for physical and human geography covered as required. Qualified teachers. Broad Raine Field Centre, Sedbergh 20553. (15049) 680000

DEVON

SKERN LODGE OUTDOOR CENTRE
Multi-activity and specialist courses from £33. 1 : 8 free places. Run by teachers for discerning party leaders. Courses tailored to your requirements.
Write/phone, Skern Lodge, Watertown, Appledore, N. Devon. 02372 5992. (57695) 680000

DORSET

LEESON HOUSE FIELD STUDIES CENTRE
Langton Matravers, Nr. Swanage.
Required January 1984 PRINCIPAL (P.E. Head of Department Grade I £10,422 - £11,868) for this residential Centre for Environmental Education.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. Closing date 19th August, 1983. (15809) 680000

DYFED

TY ISAF ACTIVITY CENTRE ideally situated in the Brecon Beacons National Park in an area of outstanding geological interest and beauty. Full-time centre for Field Studies. Multi-Activity Adventure weeks. U.V.P. & N.T.I. training schemes and courses for in- [illegible] your requirements through liaison with resident instructors. Activities include canoeing, climbing, caving, riding, orienteering etc. C.H. accommodation. Excellent food. Lecture/Assembly rooms. A.V. equipment. Free places for Leaders.
I.L.E.A. approved.
Details from B. Edmunds, Ty Isaf Activity Centre, Trapp, Llandeilo, Dyfed. Tel: 05588 22444. (59588) 680000

GWYNEDD

PLAS YR ANTUR OUTDOOR EDUCATION CENTRE
Fairbourne, Gwynedd
Applications are invited from suitably qualified and experienced men and women for the position of ASSISTANT WARDEN at this established Outdoor Education Centre.
Further details, job specification and application forms from: The Director, (Ref. AW/PYA), Kelston Park, M.A.Y.C. Training Centre, Kelston, Bath, Avon. (14199) 680000

MINERVA OUTDOOR VENTURES Leaders in Multi Activity Weeks for Schools. Send for colour brochure and details to Jeanie Roberton, Rhonyyr Isaf Centre, Pen-y-cae, Swansea Valley SA9 1GB. Tel. Abercrave (0639) 730757. (95395) 680000

NORTH YORKSHIRE

Newton House Field Centre, Sneaton, Whitby 0947 810522. Groups up to 60. Tutored if required. Fully residential, C.H. Ideal for Moors and Coast. (12491) 680000

POOLE & DORSET

POOLE & DORSET ADVENTURE CENTRE
Require as soon as possible a permanent Instructor who is interested in working with young people of all ages in a positive way. Activities undertaken are, canoeing, rock climbing, expedition, swimming and camping. Must be over 21 years of age with a clean driving licence and single.
Accommodation available with full board.
Salary £3,300.
Further details from the Director, Poole and Dorset Adventure Centre, Hercules Road, Hamworthy, Poole, Dorset BH15 4JA.
Closing date for applications 22nd July 1983. (15922) 680000

SOUTH DEVON

COURTLANDS CENTRE
Kingsbridge, S. Devon
School Journies, Field Course, Outdoor Pursuits - Coastal and Moorland, Comfortable, comprehensive facilities, good food, licensed bar. Free preview weekends.
Contact Dept D7. Tel: 054-855 227. (04252) 680000

SUSSEX

LONDON FEDERATION OF BOYS' CLUBS
Hindleap Warren

ENVIRONMENTAL STUDIES INSTRUCTOR

Applications are invited for a suitably qualified person to take over the running of the Environmental Studies Department. The successful applicant will be expected to liase with schools and LFBC clubs. An ability to instruct in climbing, canoeing, caving or sailing would be an advantage.

The applicant should be a dynamic person able to relate quickly to a wide age and ability range.

Accommodation may be available.

Further information and application form obtainable from: The Warden, Bernard Sunley Activity Centre, Hindleap Warren, Forest Row, Sussex. Tel: Forest Row 2625. (00177) 680000

N.T.I. Residential Courses. Telephone 0639 730757 for details of Minerva's South Wales Centre. (03588) 680000

Squilver Activity Centre for multi activity and field study courses. Lake and river canoeing, climbing, abseiling, archery, orienteering, riding, hillwalking, navigation, overnight camping and initiative tests. Leaders can choose their own programme, 1 free place per 10, central heating, drying room, darkroom, games room. YTS/NTI/UVP courses.
Brochure from Squilver Activity Centre, Ratlinghope, Shrewsbury, SY5 0SN. Tel: Linley (058861) 347. (03747) 680000

English as a Foreign Language

NOTTINGHAMSHIRE

COUNTY COUNCIL
EATON HALL INTERNATIONAL
TEFL Training
A combination of Distance Learning followed by Residential Block for teachers or graduates leading to Preliminary Certificate in TEFL, Licentiate Diploma in TEFL (LTCL) or Diploma in TESP. Distance no problem.
Write for details to: The Registrar, Ref TE810, Eaton Hall International, Retford, Nottinghamshire DN22 0PR or telephone (0777) 706441. (00190) 700000

Qualified and experienced EFL teachers. July and August Part and full time. Phone 262 1084. (13271) 700000

English as a Second Language

BARKING AND DAGENHAM

BARKING COLLEGE OF TECHNOLOGY
INDUSTRIAL LANGUAGE TRAINING
Barking Industrial Language Training Unit has a requirement for part-time lecturing staff for September 1983. Industrial Language Training is a national government-sponsored scheme responsible for training in the field of Communications, both in industry and other organisations, and particularly in relation to the needs of the ethnic minorities. Applicants are expected to have experience or qualifications in the field of E.S.L./E.F.L. and teaching adults. Initially the person/s appointed will be required to teach in a large manufacturing concern.
For further details ring Romford 27943 or write to:- Industrial Language Training Unit, Humanities Department, Barking College of Technology, Dagenham Road, Romford, Essex RM7 0XU. (14366) 710000

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM LANGUAGE UNIT
Rear of Station Parade, East Street, Barking, Essex
Required for September 1983: An experienced Infant-trained teacher with appropriate qualifications and/or experience to join the Authority's E.S.L. team. The successful applicant will be expected to work in two or more schools with children withdrawn from class or work alongside class teachers within the classroom. This is an opportunity to work with a lively group of E.S.L. specialists developing approaches to language teaching and multi-cultural education. An ability to speak Punjabi would be an advantage. Scale 1 or 2.
London Addition £939 per annum. Reimbursement of removal expenses in approved cases.
Application forms available from the Chief Education Officer (s.a.e.) Town Hall, Barking, Essex, returnable by 21st July 1983. (14391) 710000

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
CARLTON BOLLING SCHOOL
Required for September 1983, a Scale 1 teacher of English as a second language. Carlton Bolling School is in the inner city of Bradford and about half of the students are of Asian origin. The school has a number of exciting community ventures and applicants should be prepared to teach adults as well as children. The ESL team consists of four people who work within the language faculty which includes the teaching of mother tongues.
This post is with the Multi-cultural Support Services but placement will be at Carlton Bolling School.
Application forms may be obtained (sae please) from the Headteacher, Mervyn Fellknow, Carlton Bolling School, Undercliffe Lane, Bradford BD3 0DU to whom completed forms should be returned by 15th July 1983.
Reference ET 67383/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (14993) 710000

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
LANGUAGE SUPPORT SERVICE
Whatley Avenue SW20 9NS
HEAD TEACHER: Mrs. M.M.L. Cooper
Tel: 01-540 7969
Required for September 1983, an experienced Scale Two temporary part-time 0.4 ESL teacher. R.S.A. or T.E.S.L. qualifications desirable. Car allowance available.
London Allowance £939.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. CLOSING DATE: As soon as possible. (15042) 710000

Director

Devon County Council, Exeter City Council and South West Arts have acquired a substantial building in the centre of Exeter, with a view to conversion to an Arts Centre – Film Theatre, Gallery, Film and Sound Workshops, other activity areas for community education work, dance centre use etc. An independent charitable Arts Centre Company is in formation and in the meantime, joint owners are seeking an experienced, enterprising and imaginative Director to progress the project.
Salary scale £9,545–£11,052.
Details and application forms (to be returned by 18th July) from County Manpower Services Officer, Devon County Council, County Hall, Topsham Road, Exeter EX2 4QG.
(This appointment is subject to confirmation by The County Council on the 28th July, 1983.)

DEVON

Holt, Rinehart and Winston and Cassell

SCHOOLS REPRESENTATIVES

Applications are invited from suitably qualified people for term-time sales positions in the following geographical areas:

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S.W. England
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Employment is for 3 to 4 days per week. Use of own car and telephone is essential. Full training will be given. If you are a self-starter with relevant experience write with C.V. to:

Marketing Manager
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£6,237–£6,732

Full Time Assistant Play Leader
£4,011–£6,090

To run the Bishopsford Play Centre which caters for children between the ages of 5 and 11. The Centre is located at Poulter Park, Bishopsford Road, Carshalton, Surrey.

Applicants must be prepared to work as members of a small team and have enthusiasm to expand and develop new indoor and outdoor activities.

The Play Leader – must be aged over 21 and have relevant experience or a qualification in play leadership/teaching.

The Assistant – must be aged over 18 and preferably have relevant experience.

Application forms and further details for both posts from: Mrs H. Robertson, Education Department, The Grove, Carshalton, Surrey. Tel: 01-661 5749.

Closing date 22nd July, 1983.

LONDON BOROUGH OF
SUTTON

Suffolk County Council

Educational Department

SCHOOL LIBRARIANS
(Upper and High Schools)

£6264 – £7005 per annum

Chartered Librarians, both full-time and part-time, are required from September 1983 or as soon as possible thereafter to organise and provide an efficient comprehensive library service for pupils and staff at various upper and high schools throughout the County.

Salary within Librarians' Scale £4659 – £7005 with a minimum of £6264 for a Chartered Librarian (pro rata for part-time appointments).

Further information and application forms are available from the Area Education Office, Bond Street, Ipswich IP4 2JR, to whom completed forms should be returned by 27th July 1983. (Please enclose a stamped addressed envelope).

ENGLISH AS A SECOND LANGAUGE
continued

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
USHER SENIOR CENTRE
Required for September 1983, or as soon as possible, an enthusiastic and experienced teacher for a responsible post, Scale 3, in this Language Centre catering for the needs of ESL students in the Upper School age range.
Areas of particular responsibility include study skills, careers and further education, public examinations with involvement in the developing area of communication skills.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Head of Centre, Usher Senior Centre, Usher Street, Bradford BD4 7DS by 29th July 1983.
Reference ET 68183/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability - unless otherwise stated. (14997) 710000

NEWHAM

LONDON BOROUGH OF NEWHAM
ENGLISH AS A SECOND LANGUAGE SENIOR TEACHER
Required January 1984 or as soon as possible.
A well qualified and experienced teacher to act as Co-ordinator of Second Language teaching in primary and secondary schools. The successful applicant will lead a team of over fifty teachers of ESL whose base is in the In-Service Education Centre, and will co-ordinate their work and that of the school based teachers in ESL Departments in Secondary Schools. He/she will also be responsible for the organisation and use of resources and teaching materials at the Centre, and will initiate and support in-service courses at the centre and in schools. He/she must have a recognised qualification in teaching ESL(e.g. Diploma or RSA certificate) and considerable experience in this work at Primary and/or Secondary level.
Further details may be obtained from the Principal Education Advisor 01-534 4545, Ext. 5750.
Previous applicants will be considered [illegible] London [illegible] Application forms (s.a.e.) available from the Director of Education, to whom completed forms should be returned by 15th July 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (14967) 710000

NEWHAM

LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DG
Head Teacher: Miss H. Williams
Number on roll: 1345 (girls)
HEAD OF ENGLISH AS A 2nd LANGUAGE DEPARTMENT
Scale 3
Required January 1984 or as soon as possible.
To lead an expanding and developing department catering for a multi-ethnic school population.
LONDON ALLOWANCE: £583.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 15th July 1983.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BR. (14971) 710000

Appointments Wanted

AMER SCHOLAR-LECT, St-Exupery Xpertise. Fr/Eng progrm + Orwell + Amer Lit. Cultr Visit Schools, 84 H Schurry 245 W. End NY, NY10025. (02090) 720000

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This year we will again be running these ever-popular courses in London, Birmingham, Manchester and Canterbury, coinciding with school holidays. Prices are from £95 + VAT.
For further information please write to The TEFL Secretary, Linguarama Ltd., Riversdown House, Warnford, Southampton, Hampshire SO3 1LH, enclosing an A4 size stamped addressed envelope. (68909) 760000

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(for example, the preparation of software or support materials, and program evaluation)

Further details and application forms from:
The Head of Continuing Education,
Trinity and All Saints' College,
Horsforth, Leeds LS18 5HG.

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LONDON

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September 1983
UNIVERSITY OF SALFORD
Full details from: Microprocessor Short Courses Unit (TES), Dept of Electronic & Electrical Engineering, University of Salford, Salford M5 4WT. (Tel: 061 736 5843, Ext. 248). (13270) 760000

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LONDON

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Further details are available from Administrative Secretary, Centre for Science and Mathematics Education, Chelsea College, Bridges Place, London SW6. (13297) 780000

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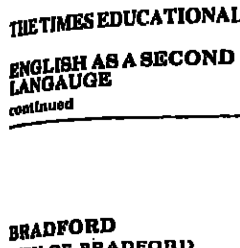
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